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## October 7th Task Force Meeting Pre-Read Materials

Dear Task Force members,

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

- 3 districts are requesting a change to their previously allocated ESSER II funds.
- 9 districts are allocating ESSER III funds. This includes their plans as well as their line items.
- 7 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 [ESSER@ksde.org](mailto:ESSER@ksde.org) no later than Thursday, October 6<sup>th</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 new line items, the line will be highlighted in yellow.
- For a change to a previously approved line item, the line will be highlighted in blue.
- For items deemed ineligible by the KSDE review team, the item will be highlighted in red.

# MINUTES



## Commissioner's Task Force on ESSER (II, and III) and EANS (I, and II) Distribution of Money – Friday, September 9, 2022

### Call to Order

Chairman Porter called the meeting of the Commissioner's Task Force to order at 3:00 p.m. on Friday, September 9, 2022.

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

### Approval of Agenda

Bert Lewis made a motion to approve the agenda as presented for the August 5 meeting and Lisa Peters seconded it. Motion carried (11-0).

**MOTION**  
(00:09:06)

### Attendance

The following Task Force members attended by video conference:

Jim Porter	Pat Pettey	Adam Thomas
Simeon Russell	Lisa Peters	Mike Argabright
Jamie Rumford	Roberta Lewis	Tracy Callard
Jason Winbolt	Janet Eaton	Adam Proffitt
Melissa Rooker		

### Approval of August 5 Minutes

Jason Winbolt made a motion to approve the August 5 minutes and Lisa Peters seconded it. Motion carried (9-0-1) with Adam Proffitt abstaining due to his absence at the August 5 meeting.

**MOTION**  
(00:09:35)

### ESSER II: Change Application Status Update – Doug Boline

Doug Boline started the meeting off by stating that there are 10 ESSER II change requests being reviewed in today's meeting and if approved, the change requests will be recommended to the State Board of Education for approval on Tuesday, September 13, 2022.

(00:10:38)

The ESSER II change requests consist of 575 individual budgeted expenditures totaling a value of \$86 million.

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

The eligible expenditures for the 10 ESSER II change requests totaled to \$86,148,532 (cumulative). The net change for the eligible requests total to \$18,399,574, \$17 million of

(00:11:35)

which is for Wichita. Specific details regarding the batch of change requests can be found on the Commissioner’s Task Force webpage located here - [Commissioner’s Task Force \(ksde.org\)](https://ksde.org).

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

Melissa Rooker made a motion to approve the 10 ESSER II change requests as presented. Roberta Lewis seconded it. Motion carried (10-0).

**MOTION**  
(00:14:23)

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

Doug Boline mentioned that the 24 districts represented in today’s ESSER III application batch have requested \$109 million total; 80% of their total allocations). The average eligible expenditures (requested) per district (for this specific batch) range from \$105,119 to \$64,998,342; average amount per district is \$4,544,525. The eligible planned expenditures (for this batch) per student range from \$310 to \$3,087; average amount is \$1,907.

(00:15:09)

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

The eligible expenditures for the 9 ESSER III change requests totaled to \$33,867,200 (cumulative). The net change for the eligible requests total to \$4,361,939. Specific details regarding the batch of change requests can be found on the Commissioner’s Task Force webpage located here - [Commissioner’s Task Force \(ksde.org\)](https://ksde.org).

(00:19:00)

**Vote to Recommend the ESSER III Change Requests and Applications to the Kansas State Board of Education – Doug Boline**

Jason Winbolt made a motion to approve the ESSER III change requests. Mike Argabright seconded it. Motion carried (11-1).

**MOTION**  
(00:21:12)

**Adjournment**

Chairman Porter adjourned the meeting at 3:17p.m. The next meeting will occur on Friday, September 9, 2022 at 3:00 p.m.

## ESSER II Change Request Overview and Table of Contents

DISTRICT PROFILES					KSDE RECOMMENDATIONS							
Plan	District Number	District Name	Total Public School Students (FTE) <sup>1</sup>	% Students Approved for Free- or Reduced-Price Lunch <sup>2</sup>	Total Direct and True Up Allocation	Previously Eligible	% Requested of Total Allocation Previously	Requested Change	Total Change Request Approved	Eligible net change for Task Force Review	% Eligible of Total Requested	Eligible Value Per Student (FTE) <sup>1</sup>
1	288	Central Heights	482	49%	\$ 343,315	\$ 343,315	100%	\$ 343,315	\$ 343,315	\$ -	100%	\$ 712
2	335	North Jackson	305	41%	\$ 195,499	\$ 195,499	100%	\$ 195,499	\$ 195,499	\$ -	100%	\$ 641
3	405	Lyons	738	71%	\$ 757,981	\$ 757,981	100%	\$ 757,981	\$ 757,981	\$ -	100%	\$ 1,028
<b>Total</b>			<b>1,525</b>	<b>58%</b>	<b>\$ 1,296,795</b>	<b>\$ 1,296,795</b>	<b>100%</b>	<b>1,296,795</b>	<b>\$ 1,296,795</b>	<b>\$ -</b>	<b>100%</b>	<b>\$ 851</b>

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

**Kansas CommonApp (2020)**

3361-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



xDgVWZRq

# 288\_Central Heights\_ESSER II\_Change

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## Applicant details

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

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

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

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

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

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## Application details

Full District Name	Central Heights
District Number	288

Mailing Address   Street Address	3521 Ellis Rd.
Mailing   City	Richmond
Mailing Address   Zip Code	66080-
Authorized Representative of the District   Name	Nathan Hinrichs
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	nhinrichs@usd288.org
Authorized Representative of the District   Phone Number	+17858693455
Would you like to additional district representatives to the application?	No

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

COVID has impacted the the students of USD 288 in many ways. First, students were sent home from school last Spring and finished the school year remotely. This learning format worked for some students and others struggled and all students missed on the social and emotional benefits of being at school with their peers. This year, USD 288 has offered both in person and remote instruction to all students (their choice). At the beginning of the school year, we had 107 students choosing to stay home and learn remotely, we currently have 29. Providing instruction both remotely an in person has created many challenges, as additional professional development and technology were needed. In addition, cleaning, social distancing and safety protocols had to be put in place for the safety or students and staff, which was an adjustment for everyone involved. Fortunately, these items were paid for with ESSER-1 and SPARK funds. As the year has progressed, we have identified the need to address learning loss in the area of Elementary Math, as well as social and emotional needs in the Elementary and Secondary.

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

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

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

meet the needs of each population.

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

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

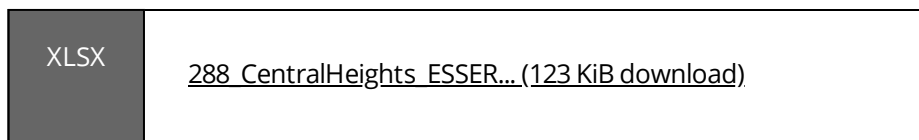
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

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

## Notes on ESSER II application Excel template:

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

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



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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



contract with a private party.

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

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

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 Nathan Hinrichs

Date 09/27/2022

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

USD	District Name	Data as of
288	Central Heights	9/30/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
288-1-001-20221011	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Salary and benefits for an Elementary Math Specialists (Title Math). This position will work with individual and small groups of elementary students to address learning loss in the area of Math, caused by the pandemic.	\$ 66,389	\$ 66,389	\$ -	\$ -	\$ -	20	Approved at 6/9/2021 State Board Meeting
288-1-002-20221011	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Salary and benefits for a school counselor. This position will deal with the increased social and emotional needs of students, as a result of the pandemic.	\$ 76,287	\$ 76,287	\$ -	\$ -	\$ -	6	Approved at 6/9/2021 State Board Meeting
288-1-003-20221011	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	NEW ITEM for SY 2022-Salary and benefits for a school nurse position. This position will work with our students, staff and county health to respond to potential cases and to educate our students and staff on COVID, vaccinations, tc.	\$ 102,701	\$ 50,842	\$ 51,859	\$ -	\$ -	6	Change request: Previously approved SFY 21 for \$50,842 SFY 22 for \$51,862.
288-1-004-20221011	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium retention pay to retain experienced, trained personnel necessary to maintain the operation and continuity of programs and to prevent further learning loss due to COVID-19. CHANGE REQUEST- Updated Amount	\$ 80,938	\$ 50,335	\$ 30,603	\$ -	\$ -	6	Change request: Previously Approved SFY 21 for \$50,335.

288-1-005-20221011	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	10. Providing mental health services and supports	NEW ITEM for SY 2022-Leader in Me SEL curriculum to be used with students K-12.	\$ 17,000	\$ -	\$ 17,000	\$ -	\$ -	34	New Line Item.
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**Kansas CommonApp (2020)**

3357-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



# 335\_NorthJackson\_ESSERII\_Cha

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Applicant details

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

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

**Select an Applicant Type** Unified School District

**Applicant / Entity Name** Jackson Heights USD 335

**Applicant / Mailing Address**

12692 266th Road  
Holton, KS 66336

**Applicant / First and Last Name of Owner, CEO, or Executive Director** Jim Howard

**Applicant / Email Address of Owner, CEO, or Executive Director** jim.howard@jhcobras.net

**Applicant / Phone Number** 7853642194

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.)

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Application details

Full District Name North Jackson County

District Number 335

Mailing Address | Street Address 12692 266th Rd

Mailing   City	Holton
Mailing Address   Zip Code	66436
Authorized Representative of the District   Name	Jim Howard
Authorized Representative of the District   Position or Title	Superintendent of Schools
Authorized Representative of the District   Email Address	jim.howard@jhcobras.net
Authorized Representative of the District   Phone Number	+17853642194
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.

As with all schools in Kansas, COVID-19 has had a significant impact on the learning and success of our students. Besides the missed opportunities due to school shutdowns, quarantines, and online education, we have also seen a significant decline in the academic performance of many of our students. When giving the MAP testing this fall, we found that nearly 46% of our students 1-12 were Non-Proficient in math and 40% in reading, with almost 80% of 2nd graders being non-proficient. They were the hardest hit due to losing much of the kindergarten year and having less-than-ideal circumstances during first grade.

Math Fall Non-Proficient Reading Non-Proficient

1st 38.10% 1st 38.10%  
 2nd 73.91% 2nd 78.26%  
 3rd 26.09% 3rd 21.74%  
 4th 43.33% 4th 30.00%  
 5th 50.00% 5th 36.36%  
 6th 36.67% 6th 30.00%  
 7th 59.26% 7th 37.04%  
 8th 58.33% 8th 50.00%  
 9th 45.71% 9th 42.86%  
 10th 26.32% 10th 15.79%  
 11th 37.50% 11th 41.67%  
 12th 45.16% 12th 41.94%  
 Totals 45.79% Totals 39.25%

While this is just one measurement it really gives an indication of the challenges we face as we attempt to return to normal this year.

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

USD 335 will be using the fund to address student learning loss. We did this by hiring additional teachers at our elementary school. We are a small 2A school and have a few sections of elementary with low enough numbers to only have 1 section.



However, with the loss in learning, we saw we felt it was important to hire enough staff to support two sections with a priority being K-12. We are hoping to see a return in enrollment to maintain this learning model but will use ESSR II and ESSR III to support our students through the process.

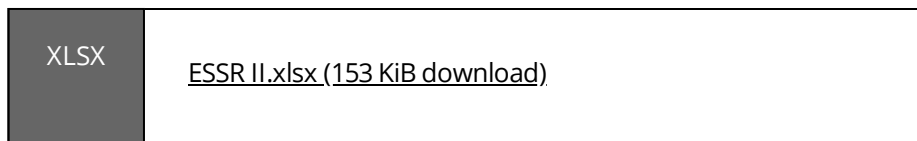
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will use our MAP, State Assessments, and CBM measurement to track the increase in student learning and see the added staff's impact.

## Notes on ESSER II application Excel template:

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

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



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

The Uniform Grant Guidance, 2 CFR §200 all applicable subrecipient requirements, including but not limited to:  
2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

## Certification

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

Electronic Signature Jim Howard

Date 09/19/2022

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

USD	District Name	Data as of
335	North Jackson	9/30/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
335-1-001-20221011	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	We had several classes at the elementary school that could remain as one section and had teachers to make all classrooms two sections.	\$ 195,499	\$ 97,750	\$ 97,749	\$ -	\$ -	22500	New Line Item: As per district: this is a reimbursement for hiring three full-time teachers (plus benefits). This was done in order to split up their elementary classrooms and reduce class sizes.

**Kansas CommonApp (2020)**

3354-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



zmNdKkOg

# 405\_Lyons-ESSER II Change\_090622

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Applicant details

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

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

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

**Applicant / Entity Name** | USD 405 - Lyons

**Applicant / Mailing Address**

| 800 S Workman  
| Lyons, KS 67554

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

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

**Applicant / Phone Number** | 6202575196

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

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

**Applicant / Federal EIN (if applicable)** | 48-0726024

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

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

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

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## Application details

Full District Name | Unified School District #405-Lyons

District Number | 405

Mailing Address | Street Address | 800 S Workman

Mailing | City | Lyons

Mailing Address | Zip Code | 67554

Authorized Representative of the District | Name | Bill Day

Authorized Representative of the District | Position or Title | Superintendent

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

Authorized Representative of the District | Phone Number | +16202575196

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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



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

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

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

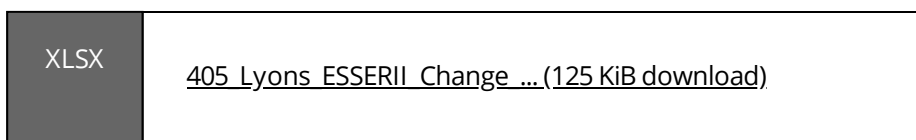
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

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

## Notes on ESSER II application Excel template:

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

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



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

- (a) The amount of funds under the grant or subgrant;
- (b) How the State or subgrantee uses the funds;
- (c) The total cost of the project;

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

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

## Certification

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

Electronic Signature

| Bill Day

Date

| 09/06/2022

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

USD	District Na	Data as of
405	Lyons	9/12/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
405-1-001-20221011	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	CHANGE REQUEST-BUDGETED AMOUNTS certified salaries for after school program	\$ 8,688	\$ 6,393	\$ 2,295	\$ -	\$ -	07E10001180000261	Approved at the 6/10/2022 State Board Meeting
405-1-002-20221011	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11B. Planning and implementing supplemental after-school programs	CHANGE REQUEST-BUDGETED AMOUNTS classified salaries for after school program	\$ 8,772	\$ 7,523	\$ 1,249	\$ -	\$ -	07E10001210000261	Approved at the 6/10/2022 State Board Meeting
405-1-003-20221011	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	certified salaries for summer school program	\$ 3,850	\$ -	\$ 3,850	\$ -	\$ -	07E10001120000261	Approved at 2/8/2022 SB
405-1-004-20221011	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	classified salaries for summer school program	\$ 360	\$ -	\$ 360	\$ -	\$ -	07E10001200000261	Approved at 2/8/2022 SB
405-1-005-20221011	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST-BUDGETED AMOUNTS substitute teacher salaries for staff quarantined/absent-Change Request	\$ 32,173	\$ 17,106	\$ 15,067	\$ -	\$ -	07E10001150000261	Change Request: \$17,106 SFY 2021, \$19,417 SFY 2022 and \$23,420 SFY 2023
405-1-006-20221011	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST-BUDGETED AMOUNTS salaries for staff who do temperature checks in mornings	\$ 5,117	\$ 4,224	\$ 893	\$ -	\$ -	07E10001170000261	Approved at the 6/10/2022 State Board Meeting

405-1-007-20221011	Eligible	Direct Allocation	Instruction	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST-BUDGETED AMOUNTS health fringe for substitute teachers/temp checkers (prorated)	\$ 7,156	\$ 3,986	\$ 3,170	\$ -	\$ -	07E10002100000261	Approved at the 6/10/2022 State Board Meeting
405-1-008-20221011	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST-BUDGETED AMOUNTS FICA/FICM for summer school/after school/subs and temp check salaries	\$ 5,947	\$ 3,276	\$ 2,671	\$ -	\$ -	07E10002200000261	Change Request: \$3,276 SFY 2021, \$2,430 SFY 2022
405-1-009-20221011	Eligible	Direct Allocation	Instruction	Other Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST-BUDGETED AMOUNTS Unemployment for summer school/after school/subs and temp check salaries	\$ 76	\$ 45	\$ 31	\$ -	\$ -	07E10002500000261	Approved at the 6/10/2022 State Board Meeting
405-1-010-20221011	Eligible	Direct Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST-BUDGETED AMOUNTS Matching retirement for temp checkers	\$ 22	\$ 21	\$ 1	\$ -	\$ -	07E10002920000261	Approved at the 6/10/2022 State Board Meeting
405-1-011-20221011	Eligible	Direct Allocation	Instruction	Professional - Education Services	10. Providing mental health services and supports	Mental health services for students and staff	\$ 16,000	\$ -	\$ 5,333	\$ 5,333	\$ 5,334	07E10003200000261	Approved at 2/8/2022 SB
405-1-012-20221011	Eligible	Direct Allocation	Instruction	Intereducational, Interagency Purchased Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	software for ESL students/hot spots for students' homes	\$ 56,271	\$ 6,271	\$ 30,000	\$ 20,000	\$ -	07E10005900000261	Approved at 2/8/2022 SB
405-1-013-20221011	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST-BUDGETED AMOUNTS math(FY21)/reading(FY21)/social studies(FY22) curriculum to address learning loss and supplies for parents as teachers and migrant programs	\$ 11,649	\$ 3,088	\$ 8,561	\$ -	\$ -	07E10006010000261	Approved at the 6/10/2022 State Board Meeting
405-1-014-20221011	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	CHANGE REQUEST-BUDGETED AMOUNTS supplies for summer school	\$ 1,050	\$ 62	\$ 988	\$ -	\$ -	07E10006100000261	Change Request: \$62 SFY 2021 and \$236 SFY 2022

405-1-015-20221011	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	cleaning & sanitizing of district-owned band instruments	\$ 34,000	\$ -	\$ 11,334	\$ 11,333	\$ 11,333	07E10006 11000026 1	Approved at 2/8/2022 SB
405-1-016-20221011	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11B. Planning and implementing supplemental after-school programs	CHANGE REQUEST-BUDGETED AMOUNTS supplies for after school program	\$ 48	\$ -	\$ 48	\$ -	\$ -	07E10006 12000026 1	Change Request: \$752 SFY 2021 and \$48 SFY 2022
405-1-017-20221011	Eligible	Direct Allocation	Instruction	Property	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST-BUDGETED AMOUNTS equipment, licenses, & PD for distance learning through RUS grant	\$ 1,147	\$ 1,147	\$ -	\$ -	\$ -	07E10007 00000026 1	Approved at the 6/10/2022 State Board Meeting
405-1-018-20221011	Eligible	Direct Allocation	Health Services	Other Supplies and Materials	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	miscellaneous nurse supplies-masks/thermometers, etc.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	07E21306 19000026 1	Approved at 2/8/2022 SB
405-1-019-20221011	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST-BUDGETED AMOUNTS hiring additional custodian to assist with sanitizing, cleaning	\$ 21,307	\$ 5,544	\$ 15,763	\$ -	\$ -	07E26001 22000026 1	Change Request: previously approved for \$5,544 SFY 2021 and \$19,456 SFY 2022
405-1-020-20221011	Eligible	Direct Allocation	Operation & Maintenance of Plant	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST-BUDGETED AMOUNTS health fringe for additional custodian	\$ 5,482	\$ 244	\$ 5,238	\$ -	\$ -	07E26002 10000026 1	Change Request: previously approved for \$244 SFY 2021 and \$6,956 SFY 2022
405-1-021-20221011	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST-BUDGETED AMOUNTS FICA/FICM for additional custodian	\$ 1,666	\$ 460	\$ 1,206	\$ -	\$ -	07E26002 20000026 1	Change Request: previously approved for \$460 SFY 2021 and \$1,450 SFY 2022



405-1-022-20221011	Eligible	Direct Allocation	Operation & Maintenance of Plant	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST-Unemployment for additional custodian	\$ 22	\$ 6	\$ 16	\$ -	\$ -	07E26002500000261	Change Request; previously approved for \$6 SFY 2021 and \$19 SFY 2022
405-1-023-20221011	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repairs and Maintenance Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	indoor air quality study(FY21)/window replacement at Park Elementary(FY22) and Rice County Learning Center(FY21)	\$ 3,282	\$ 3,282	\$ -	\$ -	\$ -	07E26004300000261	Approved at the 6/10/2022 State Board Meeting
405-1-024-20221011	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST-BUDGETED AMOUNTS FFCRA wages paid to staff who are quarantined and/or covid positive-line items vary based on individual staff	\$ 48,245	\$ 9,977	\$ 38,268	\$ -	\$ -	07E10001160000261	Approved at the 6/10/2022 State Board Meeting
405-1-025-20221011	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	time used to review student data, disaggregate it, look for patterns, determine solutions to trouble areas, set goals and create action plans; also used for training on new math curriculum as well as other software programs	\$ 17,654	\$ 9,206	\$ 8,448	\$ -	\$ -	07E10001130000261	Approved at the 6/10/2022 State Board Meeting
405-1-026-20221011	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	This is for PAT supplies so that parents will have them on hand when in-person visits cannot be made due to illness or quarantine of PAT staff or the families being served. Because families will have the supplies on hand, the PAT visits can take place virtually.	\$ 1,090	\$ 1,090	\$ -	\$ -	\$ -	07E21006100000261	Approved at the 6/10/2022 State Board Meeting

405-1-027-20221011	Eligible	Direct Allocation	Vehicle Operation	Gasoline	2. Coordination of COVID-19 preparedness and response efforts	One of our mitigation efforts is conducting the saliva test for staff and students who are close contacts to COVID positive individuals. We are 80 miles from the lab in Wichita and the specimens have to be transported daily when they are taken. When we take specimens to Wichita, this line item will cover the wages of those transporting the specimens to the lab and the fuel for the vehicles. The vehicle fuel is filled up before each trip and immediately after each trip to keep an accurate accounting of the fuel used for test specimen transport.	\$ 150	\$ -	\$ 150	\$ -	\$ -	07E27116 27001826 1	Approved at the 6/10/2022 State Board Meeting
405-1-028-20221011	Eligible	Direct Allocation	Other Student Transportation Services	Full-Time Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	salaries for staff to take tests to Wichita-new item	\$ 269	\$ 56	\$ 213	\$ -	\$ -	06E27901 21001826 1	Approved at the 6/10/2022 State Board Meeting
405-1-029-20221011	Eligible	Direct Allocation	Other Student Transportation Services	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	CHANGE REQUEST-BUDGETED AMOUNTS FICA/FICM for salaries for test transport-new item	\$ 19	\$ 4	\$ 15	\$ -	\$ -	06E27902 20001826 1	Approved at the 6/10/2022 State Board Meeting
405-1-030-20221011	Eligible	Direct Allocation	Other Student Transportation Services	Other Employee Benefits	2. Coordination of COVID-19 preparedness and response efforts	CHANGE REQUEST-BUDGETED AMOUNTS Unemployment for salaries for test transport-new items	\$ 0	\$ -	\$ 0	\$ -	\$ -	06E27902 50001826 1	Approved at the 6/10/2022 State Board Meeting
405-1-031-20221011	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repair of Buildings (General Fund, Supplemental General Fund and Contingency Reserve Fund)	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	CHANGE REQUEST-BUDGETED AMOUNTS indoor air quality improvements	\$ 464,191	\$ -	\$ 215,641	\$ 248,550	\$ -	07E26004 60000026 1	Change Request: previously approved for \$215,641 SFY 2022 SFY 2022
405-1-032-20221011	Eligible	Direct Allocation	Support Services - Instruction	Staff Travel	2. Coordination of COVID-19 preparedness and response efforts	CHANGE REQUEST-NEW EXPENSE registration for school nurse to attend WSU nursing conference	\$ 275	\$ -	\$ 275	\$ -	\$ -	07E22005 80000026 1	New Line Item. As per district, this conference is focused on COVID response. This is the nurse's first time attending.

## ESSER III Overview and Table of Contents

DISTRICT PROFILES					KSDE RECOMMENDATIONS						
Plan	District Number	District Name	Total Public School Students (FTE) <sup>1</sup>	% Students Approved for Free- or Reduced-Price Lunch <sup>2</sup>	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student (FTE) <sup>1</sup>	
1	200	Greeley County Schools	239	53%	\$ 359,449	\$ 35,311	10%	\$ 35,311.00	100%	\$ 148	
2	259	Wichita	45,158	77%	\$ 169,688,760	\$ 169,688,760	100%	\$ 169,688,760.00	100%	\$ 3,758	
3	261	Haysville	5,573	53%	\$ 4,963,077	\$ 4,963,077	100%	\$ 4,963,077.00	100%	\$ 891	
4	311	Pretty Prairie	291	40%	\$ 329,518	\$ 329,518	100%	\$ 329,518.00	100%	\$ 1,134	
5	398	Peabody-Burns	202	56%	\$ 358,433	\$ 320,000	89%	\$ 320,000.00	100%	\$ 1,588	
6	426	Pike Valley	202	49%	\$ 293,208	\$ 181,991	62%	\$ 181,991.00	100%	\$ 903	
7	465	Winfield	2,091	51%	\$ 3,971,396	\$ 3,696,700	93%	\$ 3,696,700.00	100%	\$ 1,768	
8	492	Flinthills	269	51%	\$ 271,868	\$ 271,868	100%	\$ 271,868.00	100%	\$ 1,011	
9	509	South Haven	198	40%	\$ 224,834	\$ 224,834	100%	\$ 224,834.00	100%	\$ 1,135	
<b>Total</b>			<b>54,221</b>	<b>73%</b>	<b>\$ 180,460,543</b>	<b>\$ 179,712,059</b>	<b>100%</b>	<b>\$ 179,712,059</b>	<b>100%</b>	<b>\$ 3,314</b>	

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

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

# ESSER III APPLICATION FOR D0200

Status

Task Force Review

## KSDE Application Comments

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

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Greeley County Schools	400 W Lawrence St, Tribune, KS 67879	400 W Lawrence St, Tribune, KS 67879
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
John Niehues	johnniehues@tribuneschools.org	(620) 376-4211

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
John Niehues	Superintendent	johnniehues@tribuneschools.org	(620) 376-4211

### **Other District Representative 1 - Name**

Katie Zerr

### **Other District Representative 1 - E-mail Address**

kzerr@tribuneschools.org

### **Other District Representative 2 - Name**

### **Other District Representative 2 - E-mail Address**

## Plan for Safe Return

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

<https://docs.google.com/document/d/1NhDXFZPmD2dXe6mo4uzhuy9OAdMypzNg4dQzr2EOdEE/view>

## Use of Funds for CDC Guidance

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

We plan to use the bulk of the ESSER III funding to upgrade to support improved student learning and upgrade our HVAC system at the JR/SR High school. Working to increase summer school opportunities and improve our system interventions district-wide will be a focus of learning loss set aside and additional ESSER monies. The current system is over 30 years old. The system is inefficient and does not allow fresh air to be utilized. It is also near or at the end of its useful lifespan. The current system components will be replaced with new, more efficient equipment. The new system will maximize the introduction of fresh air into the building, improving ventilation. The introduction of fresh air into the building will have a significant impact on the spread of Covid-19 in the building. Combined with the other mitigation practices, such as frequent hand washing, taking outdoor breaks, and cleaning and sanitizing the building daily, we feel this plan will have the greatest impact on the spread of Covid-19 in the building. The CDC indicates proper ventilation plays a vital role in mitigating the spread of Covid-19.

# Stakeholder Engagement

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

## Students

The students had the opportunity to be involved with the ESSER plan in two different forms. A survey was provided to them that asked specific questions about the district's needs. A meeting was also held to discuss ESSER and how the money could be utilized. Only 4% of our survey results came from students. However, we received good feedback from students during the group meeting. That information was utilized to help determine the plan. Some of the feedback included but was not limited to additional staffing, improved ventilation and filtration, and increased opportunities. They also included that a summer school program would be beneficial for working with individuals or small groups of students at younger ages who were struggling. There was also discussion on the addition of more class offerings.

## Families

In order to gain feedback from the families of USD 200. A survey was shared that included several different sections: Learning opportunities, Learning materials, Technology, SEL, Personnel, Operations and facilities, and Programs. Survey respondents could comment on each section of the survey. At the conclusion of the survey, they could add additional comments or ideas not already addressed in the survey for using ESSER monies. The survey was conducted and shared through social media, our website, and paper copies upon request. There were 58 responses to the survey. The breakdown of self-identification included 65% parents, 24% district staff, 99% community members, 11% business owners, 5% service providers, and 4% student responses. The survey results showed that the priorities to focus on would be: Improved HVAC and filtration systems throughout the district, Increased learning opportunities, improving curriculum, summer school, interventions, technology upgrades, and additional support for social/emotional. Another key focus was attracting and retaining certified and qualified teachers. Families are also involved in our Site Council, classroom activities, conferences, and other non-classroom activities. We have increased our communication with our families through our School Messenger System, our FaceBook page, and our school website.

## School and District Administrators including Special Education Administration

We are a small rural school and do not have a Special Education Administration. The district also collaborated with our local special education cooperative High Plains Service Center 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

Again, our staff is involved with administrators, board of education members, and the community. In our small school, everyone is intertwined and works together as a team whenever needed. From our survey responses, 24% identified as school staff. All school-related individuals have also been involved in workday meetings to discuss the ESSER monies and how we should best utilize our resources and ESSER funds. We do not have any staff at the time of survey or currently, to my knowledge, that is a teacher union member. The teachers and Board recognize the Tribune Education Negotiations Team or TENT for bargaining purposes. A member of the TENT lead team was involved in the development and review of the survey data.

## Tribes

Greeley County has little to no tribal presence, so this area was limited. Our school information system indicates that we do not have any students enrolled in the district who are connected to a tribe. We do have one student who is identified as at least part Native American descent. That family completed the form and was able to share their feedback. The feedback provided was helpful and included: SEL support for students, improved HVAC/filtration, and increased student supports.

## Civil Rights Organization including Disability Rights Organizations

We do not have any active civil rights groups in Greeley County, so data was not collected. However, we did reach out to the following organizations, the Kansas Human Rights Commission and Disability Right Center for Kansas, in December of 2021 via phone. No response has been received.

Even though we did not receive a response from these groups, we did ensure that parents of students with disabilities had ample opportunities to complete the survey or reached out individually for their input.

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

From our survey results, 22% represented a student or students that fall in one of these interest groups. We have taken steps to help with these issues over the last few years by hiring an additional counselor. We have one designated counselor for PreK-5 and one for 6-12. This allows them the time and opportunity to reach out and assist students who fall into a special interest group. We talked to and received feedback from stakeholders representing English language learners 5% of respondents, children with disabilities 11.86% of respondents, foster care representatives 1.69% of respondents, and information from parents and parents/advocates for underserved students 22% of respondents. Migratory parents were not a subcategory collected in the survey. However, our administration and migrant teachers reached out to families to ensure they had a chance to complete the survey or share their thoughts or ideas. Survey feedback from these groups indicated nearly identical ideas to utilize money and resources to support students. These results included increased SEL curriculum support/counselors, summer school programs, improved curriculums, intentional interventions, resources for parents, improved cleaning, and updated HVAC system.

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

In order to gain feedback from the public of USD 200. A survey was shared that included several different sections: Learning opportunities, Learning materials, Technology, SEL, Personnel, Operations and facilities, and Programs. Survey respondents could comment on each section of the survey. At the conclusion of the survey, they could add additional comments or ideas not already addressed in the survey for using ESSER monies. The survey was conducted and shared through social media, our website, and paper copies upon request. There were 58 responses to the survey. The breakdown of self-identification included 65% parents, 24% district staff, 99% community members, 11% business owners, 5% service providers, and 4% student responses. The survey results showed that the priorities to focus on would be: Improved HVAC and filtration systems throughout the district, Increased learning opportunities, improving curriculum, summer school, interventions, technology upgrades, and additional support for social/emotional. Another key focus was attracting and retaining certified and qualified teachers. Community members, business owners, and service providers are also invited to be involved in our Site Council to help provide meaningful feedback and recommendations.

### **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 200 has approximately 250 students PreK-12 grades. Since August 16th, students and staff have been attending school in person. We also were able to attend school all of last year utilizing our safety protocols and extended cleaning with only a few students choosing to attend remotely. USD 200 carefully considered the data associated with academic impacts, specifically data that may indicate a learning gap larger than normal. In reviewing the data, USD 200 found the following: 1) on the 2018-2019 state KITE assessments 64% of all students were "at or above the benchmark"; 2) on the 2020-2021 state KITE assessments 56% of all students were "at or above the benchmark"; This was after a 10-week session of remote learning from March 2020 to May 2020; 3) we also observed an 14.5% and 3.3% increase in the number of students identified as needing urgent intervention in ELA and Math respectively as identified by Star testing. Our staff continuously reviews data such as Star Reading/Math and now Fastbridge to ensure students are making proper progress and identifying those who still need further or more intense help or structured support. We have seen students progressing at the pace more like a non-Covid school year since going remote. In many students we are also starting to see progressively more gains with additional services and plans put into action. The USD 200 Chronic Absenteeism was also up in the last year due to Covid-19 and quarantines.

**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 plans to continue conducting summer school with additional staff. Allowing students to have time and opportunities that they did not have during the pandemic summers. The district will provide summer remediation for all necessary needs of students both regular education and special education students.

The district also plans to implement iReady programs to increase our ability to better meet the needs of all students from Tier I to Tier III. This will allow us to tailor additional educational opportunities specifically surrounding learning loss and gaps as a result of COVID-19.

We have also researched and are working on finding research based curriculum that will improve our vertical alignment and online access in case the need ever arrived to go remote again. A curriculum with online access will greatly benefit students who may need to be quarantined and will not be able to attend class in person.

We will continue to find ways to increase learning for our students and offer programs that will address the learning loss resulting from COVID.

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

We will use ESSER funds to continue the HVAC upgrades at the High 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.

**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 our community's general needs but also maintain 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. We will also utilize data from assessments and screeners implemented to focus on more intentional interventions and remediation to address learning loss due to COVID-19. Specifically, we will utilize initial data from these programs and continue to monitor and evaluate the data for continuous improvement and possible changes to our strategy.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$359,449	\$0	\$359,449	ESSER III Allocations	\$71,890
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$359,449	\$0	\$359,449	Amount Still Needed	\$71,890
In Review Total	\$35,311	\$0	\$35,311	In Review Total	\$35,311
Amount Left	\$324,138	\$0	\$324,138	Amount Still Needed	\$36,579

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
200-3-0001	Direct	True	1000	735	12	\$25,830	Task Force Review
200-3-0002	Direct	True	1000	110	11A	\$2,700	Task Force Review
200-3-0003	Direct	True	1000	120	11A	\$6,100	Task Force Review
200-3-0004	Direct	True	1000	210	11A	\$8	Task Force Review
200-3-0005	Direct	True	1000	220	11A	\$673	Task Force Review

## Line Item Details

Line Item ID: 200-3-0001



**Allocation Type**

Direct Allocation

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

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

**Account Name**

Software

**Account Number**

60-1000-735-00

**Function Code**

1000 - Instruction

**Object Code**

735 - Technology -Related Software

**Allowable Use**

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

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

Reviewing past local and state assessments we have identified learning increased learning gaps caused by the COVID pandemic. In an effort to reduce these gaps we reviewed data from stakeholder engagement and surveys identifying a need for increased individualized assistance. Through this process and reviewing possible tools Greeley County has implemented the use of I-Ready from kindergarten through 12th grade. The I-Ready software tool will be utilized to increase structured intervention for all studnets focusing on math and reading. A K-12 site license for I-Ready will provide individualized and guided extra teacher tools to implement and support interventions in math and reading for all studnets. This digital software can be utilized by student not only at school but also at home with their families. It will also be made available year round for studnets to continue to fill the gaps. I-Ready can be delivered remotely which we be specifically beneficial if a student has to isolate or due to unforeseen circumstances is not able to attend school for a period of time. The remote delivery aspect will also be crucially beneficial for students and staff if distance learning become necessary again in the future.. We purchased a two year license with professional development to ensure our staff and teachers have at lease a baseline understanding of the software and know the districts commitment to the tool moving forward. Continued professional development will continue to increase staff and teachers knowledge and understanding of the program. Utilizing the information to make data based decision moving forward as a school and with each individual student.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$25,830
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$25,830</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

60-1000-110-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Learning Loss due to COVID will be addressed with the offering of summer school program. All students will be eligible but subgroups will be specifically invited. Summer school focused on low achieving student, students showing a learning gap, socially and economically challenged students, English language learners, migrant, and title students. 32 students were invited to summer school with it still being open to all other k-5 students at their request. To make summer school possible we employed three certified teachers and six paraprofessionals. Of these individuals two currently are employed in our Title/Migrant/ELL room. Two can communicate in both English and Spanish both written and orally. Summer school was specifically focused on Math, ELA, and Reading. We also offered an enrichment STEM/Music class as a part of the program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$2,700
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$2,700</u>
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**Status**

Task Force Review

Line Item ID: 200-3-0003

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

60-1000-120-00

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

Learning Loss due to COVID will be addressed with the offering of summer school program. All students will be eligible but subgroups will be specifically invited. Summer school focused on low achieving student, students showing a learning gap, socially and economically challenged students, English language learners, migrant, and title students. 32 students were invited to summer school with it still being open to all other k-5 students at their request. To make summer school possible we employed three certified teachers and six paraprofessionals. Of these individuals two currently are employed in our Title/Migrant/ELL room. Two can communicate in both English and Spanish both written and orally. Summer school was specifically focused on Math, ELA, and Reading. We also offered an enrichment STEM/Music class as a part of the program.

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

<b>Budgeted Expenditures in SFY 2023</b>	\$6,100
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$6,100</u>
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**Status**

Task Force Review

Line Item ID: 200-3-0004

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

60-1000-210-00

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

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

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

Unemployment costs associated with summer school staff. Learning Loss due to COVID will be addressed with the offering of summer school program. All students will be eligible but subgroups will be specifically invited. Summer school focused on low achieving student, students showing a learning gap, socially and economically challenged students, English language learners, migrant, and title students. 32 students were invited to summer school with it still being open to all other k-5 students at their request. To make summer school possible we employed three certified teachers and six paraprofessionals. Of these individuals two currently are employed in our Title/Migrant/ELL room. Two can communicate in both English and Spanish both written and orally. Summer school was specifically focused on Math, ELA, and Reading. We also offered an enrichment STEM/Music class as a part of the program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$8

**Status**

Task Force Review

Line Item ID: 200-3-0005

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESSER III

**Account Number**

60-1000-220-00

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

Social Security and Medicare costs associated with summer school staff. Learning Loss due to COVID will be addressed with the offering of summer school program. All students will be eligible but subgroups will be specifically invited. Summer school focused on low achieving student, students showing a learning gap, socially and economically challenged students, English language learners, migrant, and title students. 32 students were invited to summer school with it still being open to all other k-5 students at their request. To make summer school possible we employed three certified teachers and six paraprofessionals. Of these individuals two currently are employed in our Title/Migrant/ELL room. Two can communicate in both English and Spanish both written and orally. Summer school was specifically focused on Math, ELA, and Reading. We also offered an enrichment STEM/Music class as a part of the program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$673
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$673</u>

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0259

**Status**

Task Force Review

## KSDE Application Comments

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

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Wichita	903 S Edgemoor, Wichita, KS 67218	903 S Edgemoor, Wichita, KS 67218
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Alicia Thompson	athompson@usd259.net	(316) 973-4000

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Dee Dee Stroot	Executive Director	dstroot@usd259.net	(316) 973-4721
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Addi Lowell	alowell@usd259.net		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		

## Plan for Safe Return

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

<https://www.usd259.org/Page/20686>

## 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?

Safety of Wichita Public Schools' students, staff and families is of the utmost importance. Our ESSER II funds purchased most of the PPE and other health and safety items needed however, ESSER III will continue PPE, sanitization, enhanced cleaning protocols, and additional custodial support. In addition to those measures, we are also using funds for:

#### Vaccinations

- Provide information about COVID-19 vaccines and other recommended vaccines. Ensure communication meets the needs of people with limited English proficiency who require language services and individuals with disabilities who require accessible formats.
- Establish supportive policies and practices that make getting vaccinated easy and convenient, for example a workplace vaccination program or providing paid time off for individuals to get vaccinated or assist family members receiving vaccinations.
- Encourage trust and confidence in COVID-19 vaccines - compensation for our school nurses who run the vaccination clinics. Make vaccinations available on-site by hosting school-located vaccination clinics, or connect eligible children, students, teachers, staff, and families to off-site vaccination locations.

#### Staying Home When Sick

People who have symptoms of respiratory or gastrointestinal infections, such as cough, fever, sore throat, vomiting, or diarrhea, should stay home. Testing is recommended for people with symptoms of COVID-19 as soon as possible after symptoms begin. We are using our ESSER III funds to support increased wages for guest staff (aka subs) to ensure that our staff can comfortably choose to stay home and disruption of learning does not take place. When in an emergency, we are also using the funds to give additional pay to certified and classified staff for covering classrooms.

#### Testing

##### Diagnostic Testing

Schools and ECE programs can offer diagnostic testing for students and staff with symptoms of COVID-19 or who were exposed to someone with COVID-19 in the K-12 or ECE setting, or refer them to a community testing site, healthcare provider, or to use an at-home test.

##### Management of Cases and Exposures

With the need to manage cases and exposures, our nurses saw an increase in paperwork. Through our ESSER III and other grant funds, our school nurses and nursing staff are receiving additional compensation for the increase in workload. They have also helped their schools and ECEs develop mechanisms to ensure that people with COVID-19 isolate away from others and do not attend school until they have completed isolation. Once isolation has ended, people should wear a well-fitting mask or respirator around others through day 10. Classified staff are being paid to arrive earlier to support testing and oversight of students waiting before going to class.

##### Social distancing

With our ESSER II funds, several buildings have opted to use funds for supplementals for additional staff coverage to spread students out. Additional bus monitors, lunch and hall monitors and before/after school support. Also, some outdoor seating has been purchased to encourage students to spread out during lunch or for staff to have classes outside. Some of these supplementals will carry over to ESSER III. To make class sizes smaller and encourage social distancing, overload pay is being granted to staff who are willing to give up their plan time and teach an additional class. Through ESSER III we are also funding additional para hours that could directly support social distancing by allowing some students to be in small groups. Our funds also support keeping on staff positions that may have originally been eliminated due to drop in enrollment.

##### Improving Air Quality

Several buildings in Wichita have been identified as needing updated windows that open and are operable to allow for fresh air. Several buildings are receiving upgraded HVAC systems.

## 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

Conducted focus groups and surveys for student groups:

Survey Spring 2021

Super SAC (Student Advisory Council) March 2022 - 12 students representing all high schools including alternative schools

Super Super SAC April 2022 - 58 students present - students with disabilities and ELL represented

Survey May 2022

In developing our ESSER plan, we conducted surveys 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: mental health supports during school day, outside of school day, increased resources for students and staff and reconnection back to school. Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan and are doing the following:

Mental Health supports and resources during the school day (Example initiatives: Mindfulness Rooms and Additional Counselor and CST staff at selected schools)

Mental health supports and resources outside of the school day (Examples: Access to qualified staff for counseling and mental health supports)

Reconnection and relationships (training for staff on SEL supports, enrichment opportunities, Mental Health campaign)

Highlighting resources (via magnet and mailers))

## **Families**

Strategies and Action Steps:

Identify specific, intentional, subgroup populations as required by ESSER III to engage in the process

EFA Committee

Surveys

Spring 2021 - Used to identify priorities

May 2022 - used to identify specific sub groups and ideas/considerations

External Strategies and Action Steps

Identify family community support groups to assist with the identification of subgroup populations (if needed)

EFA committee representatives have students in 259

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:

Mental Health Supports

Academic Supports

Allowing buildings access to funds to meet specific needs

You will see that these suggestions from parents are reflective in the plan we developed.

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



#### Strategies and Action Steps -

Visit with your admin team to review survey and/or focus group data to help determine your ESSER Plan

Weekly conversations with Office of I & I, District Leadership Team (DLT), Dept Academic LT and ESSER Compensation & FTE committee - all departments represented including special education in DLT and DALT

Biweekly conversations with Design & Construction, Marketing/Communications,

Monthly conversations with Academic LT - all departments represented including special education

Internal processes established and departments leads schedule conversations with office of I & I when needs arise

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:

Targeting 3rd grade reading proficiency (Example Initiative: LETRS)

Graduation Rates (Ex: Within Reach program for SWD who need credits or to recover credit during school year; Senior Liaisons for those who are not attending school; Acceleration Academy for those who have disclaimed)

Health and Safety (Facilities projects to improve air quality (windows, HVACs, etc; Additional BOE security; Alert Notification & Referrals)

Mental Health (Ex: Additional Counselors & Social Workers; BHSLs/MHIT; Expanded Employee Assistance Program)

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**

#### Strategies and Action Steps -

Surveys administered: Spring 2021, November 2021, May 2022; Buildings met with their Building Leaderships Teams to identify specific building needs (spring 2021 and ongoing through 21-22 SY) to determine how to use their ESSER PPA; Union Pro Rep meeting April 2022; Principal Learning Academy discussions, DALT, DLT, etc. having weekly meetings around use of ESSER funds; KASEA meeting May 2022 (received ideas as to what other districts are doing/suggest)

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:

\*All items on plan to date have been a derivative of survey feedback

### **Tribes**

### I. Internal Strategies and Action Steps

Reviewed student information system for families that identify as Native American  
Met with Dal Domebo, Native American Program Lead March 2022 and ongoing since  
Survey Spring 2021 and November 2021 and May 2022

Discussion with community at NAIEP's School's Out Powwow May 2022 (student representation present at this event)

### II. External Strategies and Action Steps

Representation on ESSER Financial Advisory committee (this is a committee of community representation)

Discussion with community at NAIEP's School's Out Powwow May 2022 - Tribe representation present at this event  
BOE member, Hazel Stabler - August 2022

In a review of our student information system, we identified 680 students who reported as members of a tribe (3000 in our system who list NA/NI). During a focus group meeting with parents, they indicated the following strategies would be of the greatest benefit to them:

August 17, 2022 - Tutoring Supports; Activities around culture and heritage; Mental health supports

Our ESSER plan includes these suggestions based on their feedback to best meet the needs of our students.

We also reached out to families of our students who are affiliated with tribes in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of Native American students, they shared the same suggestions as listed above. Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students.

## Civil Rights Organization including Disability Rights Organizations

### Strategies and Action Steps

Potential Kansas resources:

ACLU-Kansas – civil rights

emailed survey 8-15-22

Response: Hello - 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 Students' Rights resources (<https://www.aclu.org/know-your-rights/students-rights>), ACLU of Kansas' Rights of Transgender Students (<https://www.aclukansas.org/en/know-your-rights/rights-transgender-students>), and the Learning for Justice resources geared specifically for educators (<https://www.learningforjustice.org>). I would also especially suggest reading the ACLU's Cops and No Counselors report (<https://www.aclu.org/report/cops-and-no-counselors>).

Kansas Human Rights Commission – civil rights

emailed survey on 8-15-22 and they replied that they cannot weigh in on spending.

Kansas Action for Children – underserved children

emailed survey 8-15-22 - no response

Kansas NAACP – civil rights

Zoom May 10, 2022

Rep on EFA committee

Additional organizations represented on our EFA committee

We reached out to several 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:

More staff to target MH supports, needs and resources

Tutoring opportunities and consider bringing them to locations outside of district buildings

Create supportive and affirming environments

buildings are providing resources to staff; enhancing Mental Health Matters website

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**

### I. Internal Strategies and Action Steps

Seek feedback from parents, families, and district/school staff that work with students such as:

EL/ESOL Teachers

Homeless Liaison (ongoing work with our office that supports Homeless Youth - note - USD 259 received additional funding specifically for this group)

Foster Care Point of Contact or Local Case Worker

Migrant Director

Migrant Recruiters and Advocates

Review your student information system to locate students who identify with any of these subgroups and have conversations with them

### II. External Strategies and Action Steps

Work with your special education cooperative to collaborate on supports

KASEA feedback - May 2022

Survey May 2022

EFA Committee Members

Contact local organizations that support students and families:

Saint Francis, - Foster Youth - Rep on EFA committee - Jerry Cress - Youth on Their Own – Homeless Youth; retired USD 259 admin

Stephanie Bird-Hutchinson – Refugee Students

Incarcerated Youth -EFA Committee Member - Dr. Brad Pepper (Orion Education); Juvenile Detention Facility staff

Empower Evergreen - Latino youth (Pre-K to 6th grade) - EFA committee member - Ariel Rodriguez

Wichita State University - special education Rep on EFA committee - Dr. Heidi Cornell (Associate Professor); her 3 children attend USD 259

Rep on EFA committee - Kevin Fish - Ability Point - serving persons with disabilities; has family that are employed by USD 259 DCCCA training - 28 Social workers

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. We have conducted surveys and have also engaged in focus group conversations.

Through those surveys and conversations, it was clear that the following supports were most needed.

\*Mental Health Supports and mentoring opportunities

\*Targeted PD on instructional strategies to support subgroups listed above

\*\*“out of the box” ideas to help students in these subgroups graduate and pass classes

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

Screen shots including numbers associated with our most recent survey data can be found here:

[https://docs.google.com/document/d/1noh1ZEP8RLvLJcfJOmTgsYcK6GgSMQmfMM\\_-ec4MEJI/edit?usp=sharing](https://docs.google.com/document/d/1noh1ZEP8RLvLJcfJOmTgsYcK6GgSMQmfMM_-ec4MEJI/edit?usp=sharing)

Summarization of Ideas generated by parents and students shared from May 2022 survey results specific to other subgroups include:

Students with Disabilities:

additional special education teachers and paras, credit recovery options, tutoring and behavior/SEL supports; increased security, reduce class sizes; Support mental health, summer opportunities and other engaging activities.

ELL/Migrant:

Additional staff to support needs; behavior resources, parenting classes, tutoring, SEL supports and mental health resources; updated instructional materials; families that need some support of any kind, such as not having a job to be able to support their family or medicine; field trips for children and in mathematics it is something very essential and for children falling behind; Tutoring options, summer learning opportunities, updated instructional materials, mentoring, partnerships with community, tutoring in Spanish; latchkey program availability for younger siblings

Experiencing Homelessness:

Food, materials for reading, summer school, tutoring, and professional development for staff

Foster care:

Resources for behaviors; SEL; Tutoring; Mental Health resources, summer school, make learning fun and engaging, additional staff and staff support; Additional Learning Center capacity at high schools; Summer out of area transportation; Under 2.5 mile transportation when needed for school stability; Latchkey/after school program transportation; latchkey transportation; Centralized Registrar position to add transcripts immediately at enrollment for all youth in foster care regardless of building; go on more field trips, more college visits in smaller groups (more like families do) so they can ask more questions, maybe some internships or job shadow days for the upperclassmen to start doing more career exploration that is more individualized

Incarcerated youth:

Summer School; tutoring; reconnection to school, SEL supports, Mental health resources, behavior supports and employment opportunities

Underserved populations:

Summer School, tutoring, counselors, personnel, behavior supports, teacher PD & make sure admin and teachers are equipped to handle mental health needs of youth, more special education teachers;

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

Transparency of spending is important to Wichita Public Schools. We have created charts and graphs highlighting amounts spent and location of allocated and spent funds. These numbers are constantly in review and changing; we will update these documents as updated spending comes through. Once our applications for ESSER II and III have been fully approved by SBOE, we will update these a few times per year. All of our spending and information can be found at <https://www.usd259.org/esser>.

Regular updates on ESSER spending are also given to our Board of Education. These updates are recorded and available for public consumption with 24 hours. Our BOE meetings are also televised with an agenda available prior.

We have a survey for input that all staff, students and community can access at any time to provide feedback. Our most recent efforts were focused specifically on gathering ideas for building of ESSER III plans. We will shift focus once plan is approved by State on gathering information to determine how to refine. Survey results can also be found on our website. Many initiatives are just getting underway so in the future, we plan to have a place where we can provide updates with data on initiatives. We have already started highlighting some initiatives and those Good News Stories can be found on the site mentioned above.

Finally, in 21-22 we established an ESSER Financial Advisory committee comprised of community members. These community members are also sharing information with pertinent subgroups on spending plans and further suggestions of use of Covid relief 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.**

The pandemic has left its mark on Wichita Public Schools in many ways. Our students were impacted by the effects of COVID-19, this is seen in their chronic absenteeism, state assessments, and other data points. The pandemic has had an impact on student assessment data for both academic concerns and social emotional risks. WPS Students had a positive trend in ELA proficiency, still lower than the state percentages, in 2018 (22.6% WPS vs. 38.9% State) to 2019 (23% WPS vs. 36.6% State). In 2021 however, WPS students had a larger reduction in ELA proficiency compared to state students (20% WPS a reduction of 3% 2019 to 2021 vs. 35.2% State a reduction of 1.4% 2019- 2021). Math proficiency for WPS students was in a slight decline from 2018 (18.51% WPS vs. 32.9% State) to 2019 (18% WPS vs. 32.6% State). Due to the pandemic, WPS students experienced a significant decline in the math proficiency in 2021 that was disproportionately larger than the state

decline (11.9% WPS a decline of 6.1% 2019 – 2021 vs. 27.9% State a decline of 4.8%). ELA KAP scores were lower than last year with a decline of 20.9% vs prior year's scores. Math KAP saw a similar decline with 17.8% of students scoring lower than last year. The risk for Social Emotional and Behavioral issues has increased as well after the Pandemic. In the 2021-2022 academic year, 76.9% of students were not at risk. This number has declined to 69.8% during this academic year.

The COVID-19 pandemic had many financial impacts on Wichita Public Schools as well. During the 2021-2022 school year alone, the district recognized a total weighted enrollment reduction of nearly \$21 million due to post pandemic urban district enrollment decline. Various other funding sources suffered revenue losses due to shut downs and reduction in services including nutrition services and Medicaid reimbursements. The district had to procure over \$31 million in technology, software, and connectivity to support remote learning initiatives. Over 552,500 masks were distributed over the course of the school year, as well as 29,000 containers of anti-bacterial wipes and 24,000 jugs of hand sanitizer. The district installed 425 bottle fillers and changed out 65,000 HVAC filters, all at a significant cost to the district. With over 78% of the student population in Wichita Public Schools qualifying with at-risk criteria, the obstacles ahead to complete unfinished learning are large scale and expensive.

As we ended the 2020-21 school year, we performed a needs assessment with our schools and other stakeholders. Overwhelming responses focused on learning loss, mental health needs of both students and staff and requesting principals receive resources necessary to address the need of their schools. When surveyed again in November 2021, the three priorities earlier identified remained the same. Each of our buildings were given an allocation of funds to use to meet those individual needs which includes supporting mental health and learning loss from ESSER II but some of those needs (like tutoring) will carry over into our ESSER III plan. ESSER II captured the bulk of remaining devices needed to ensure all students were 1:1 and staff had the technology to support students or go remote if needed. ESSER III is supplementing any technology needs as well as accessories that are consumable or have been lost.

ESSER III funds are being used to support teacher retention and continuity of services during a school year that was still plagued by Covid. Due to increased mid-year staff resignations, and unfilled positions, the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. This includes additional pay for substitutes.

- Teacher retention rate –  
2018-19 – 87%  
2019-20 – 88%  
2020-21 – 90%
- Classified Staff retention rate -  
2018-19 – 90%  
2019-20 – 86%  
2020-21 – 87%

Through regular work groups and surveys, the need for mental health supports continues to be an urgent need and more prevalent than ever. Behaviors of students have not only increased since returning face to face but also has intensified. We are taking multiple measures to support this. We have added security, additional mental health supports, expanded child study team members and training all of our district employees in Restorative Practices as a proactive approach.

District representation for homeless students has been present in all pertinent conversations when it comes to spending ESSER funding. Homeless students have an increased chance of being chronically absent, program partnerships have been expanded to help accommodate more students. District initiatives such as summer school have targeted recruitment for homeless. In addition, specific ARP funding was given to the homeless program. These funds in conjunction with regular ESSER have allowed the homeless program to hire additional staff to target chronic absenteeism, provide specific social emotional support, foster better communication with our unaccompanied youth, work with schools to help build targeted tutoring and deepen partnerships with outside services to support our students mental, physical, and educational health.

**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)**

Section 2001(e)(1) of the ARP Act requires each school division to use twenty percent of its formula funds to address the academic impact of lost instructional time (learning loss) through the implementation of evidence-based interventions. Wichita has decided to use ESSER III funding to support several evidence based initiatives to close achievement gaps, remediate learning loss and lost instructional time as well as supports for getting students back on track to graduating. Please see narratives on application for further information about initiatives selected to support learning loss/lost instructional time.

Wichita will be offering a robust 4 week summer school program through the end of ESSER funding targeting those identified as at risk pre k (ages 3 & 4) to 8th grade. Winter Fastbridge screener data is being used to determine students with highest need from the current school year as well as others identified by invite (students with disabilities and various subgroups). Those students in High Risk or Some Risk categories according to Fastbridge screener data in math and ELA, will be offered a spot with special consideration for siblings as we do not want this to be a barrier. Transportation will be provided for students identifying as a need and/or those who live 2 miles or more from host schools. High School credit recovery has also been expanded. Wichita has historically (prior to ESSER funding availability) charged a fee to retake classes. Those fees were waived starting last summer to allow for more students to access courses and get back on track to graduate. An original credit opportunity was also added to High School summer school specifically targeting our Newcomer population.

Research:

1. Summer Programming - <https://ies.ed.gov/ncee/edlabs/regions/west/Ask/Details/60>
2. Leveled Literacy - <https://ies.ed.gov/ncee/rel/Products/Ask-A-REL/30071>
3. STEM - <https://www.jstem.org/jstem/index.php/JSTEM/article/view/1509/1394>

ESSER III is funding many graduation initiatives during the school year to get students back on track. Many of those initiatives are through the use of mentors (research: [https://ies.ed.gov/ncee/pubs/20094047/summ\\_1.asp](https://ies.ed.gov/ncee/pubs/20094047/summ_1.asp)). One specific project being continued in 259 through the use of ESSER Funding is our Future Ready Advocates. Born through sig dis funds, this group specifically targets our African American male population in danger of dropping out or who are not on track to graduate. It has been expanded to also target African American females and other select subgroups of students who meet qualifying criteria. 259 is investing in additional JAG instructors as well as newly created initiative called Senior Liaisons paid through ESSER III funding. Senior Liaisons are mostly retired administrators and counselors who come back to High schools they previously served. These staff go out to homes and locate students who are not attending schools. Caseloads are determined by those students who are typically 5 or fewer credits behind. While the focus has mainly been seniors, buildings are targeting juniors in danger and freshmen second semester who have fallen behind. Within Reach is a program that has been specifically created with ESSER funds to support students with disabilities who are five or less credits from graduation and have failed the classes at least one time. ([https://ies.ed.gov/ncee/pubs/20094047/summ\\_1.asp](https://ies.ed.gov/ncee/pubs/20094047/summ_1.asp)) Alternative assignments and project based learning opportunities are created for the students to work independently through or in a 1:1 situation. (<https://eric.ed.gov/?id=EJ1083917>)

259 also started contracting with Acceleration Academies to specifically find and work with those students who have disclaimed and dropped out. Through 1:1 support, working through our online curriculum, Edgenuity, these students have an opportunity to get credits and continue through program or see if they qualify for one of our many already established alternative programs. Expanded support has been implemented by the foster care liaison and the supporting staff to ensure more students are assisted. ESSER has allowed for the expansion of an additional classroom that includes teacher and para support to help retain foster students that are struggling with completing their final graduate classes. The classroom allows for additional support from the team who will work regularly with the classroom teacher. Targeted supports are in place to assist foster care students that are aging out with applying for and receiving services through our unaccompanied youth homeless program so that they may finish their education uninterrupted. In addition, the foster care liaison and team will continue to work with outside agencies to improve and foster communication so that students are receiving the best possible services. ESSER funds were used to increase counselor and social work allocations at targeted schools at elementary schools with high foster care populations.

Tutoring is now available at every building (or able to be enhanced through the braiding of federal funds). During the 21-22 SY, 30 elementary buildings utilized Varsity Tutors for small group tutoring before school (<https://visible-learning.org/hattie->

ranking-influences-effect-sizes-learning-achievement/). Students who received 2s on math state assessment were invited to participate. The remainder of buildings will create their own tutoring programs to meet specific needs at their buildings. At the secondary level, 259 is utilizing Revolution Prep to support our students and staff. Students can access this service 24 hours per day, 7 days per week via a live chat feature and set up specific homework help, tutoring sessions outside of school day. Buildings where not enough staff have been identified to provide tutoring services have access to this platform to aid in supporting student need. Revolution Prep offers homework help and 1:1 instruction for all core subjects. In house tutoring efforts are also used and enhanced. Secondary targets students who are failing courses as candidates for tutoring. <https://ies.ed.gov/ncee/edlabs/regions/west/Blogs/Details/34>

Additional initiatives and research can be found at this link. <https://docs.google.com/document/d/1yUX8MF7-LCsUoxl472ZFa7dufh66G5sKSvdG5otmvhk/edit?usp=sharing>

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

Outside of initiatives directly support learning loss and lost instructional time for our at risk sub groups, Wichita Public Schools is utilizing ESSER III funds in a variety of ways to support the mental/health, wellbeing, safety needs of all staff, students and families. (due to limited space, please see narratives on application)

1. Additional child study team staff - 20 counselors, 8.5 social workers, and 5 school psychologists
2. Expanded Employee Assistance program - this program will give all 259 staff and their families access to a variety of services including in person and virtual counseling
3. New Teacher Induction Specialists - These 4 staff will mentor first year teachers
4. Sanitization supplies and PPE
5. Restorative Practices training for all district staff
6. Program allocation for a variety of departments to meet their individual needs
7. Software licenses
8. City bus passes for students (to combat transportation barriers)
9. AVID training for elementary staff
10. Mindfulness Spaces established at 10 schools - these spaces are places where students can go as a proactive measure
11. Building wide sensory kits for 16 buildings - these kits contain items that allow students to meet sensory and social emotional needs within the classroom
12. Additional pay for instructional coaches to mentor new instructional coaches
13. Modern classroom - this training teaches teachers how to produce the highest quality videos for students to use in and outside of school to aid in differentiation as well as when students miss school
14. Additional BOE security at 6 secondary buildings
15. Replacement and upgrade of HVACs and windows
16. Behavior Health School Liaisons - 8 additional staff added to aid in getting students community supports where 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.**

Section 2001(e)(1) of the ARP Act requires each school division to use twenty percent of its formula funds to address the academic impact of lost instructional time (learning loss) through the implementation of evidence-based interventions. In Wichita Public Schools our Assessment and Research department has been heavily involved from the beginning. With each initiative that is selected to meet district outlined need, a program manager is reviewing data on the most logical cadence to determine if initiative should be continued, changed, and/or discontinued. Our district will monitor most data through our Power BI dashboard, drilling down in student specific data. We will look at screener data from Fastbridge, SAEBRs and Predictive interims; progress monitoring data on individual schools and students where applicable; state assessment data; attendance; and/or graduation data. Survey data may also be used to determine effectiveness of programming and initiatives.



## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$169,688,760	\$0	\$169,688,760	ESSER III Allocations	\$33,937,752
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$169,688,760	\$0	\$169,688,760	Amount Still Needed	\$33,937,752
In Review Total	\$169,688,760	\$0	\$169,688,760	In Review Total	\$51,630,618
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
259-3-0371	Direct	True	1000	110	11A	\$1,637,000	Task Force Review
259-3-0372	Direct	True	1000	120	11A	\$451,000	Task Force Review
259-3-0373	Direct	True	1000	220	11A	\$160,000	Task Force Review
259-3-0374	Direct	True	1000	290	11A	\$21,000	Task Force Review
259-3-0375	Direct	True	1000	300	11A	\$200,000	Task Force Review
259-3-0376	Direct	True	1000	530	11A	\$2,000	Task Force Review
259-3-0377	Direct	True	1000	610	11A	\$124,000	Task Force Review
259-3-0378	Direct	True	1000	640	11A	\$286,000	Task Force Review
259-3-0379	Direct	True	2100	110	11A	\$280,000	Task Force Review
259-3-0380	Direct	True	2100	220	11A	\$22,000	Task Force Review
259-3-0381	Direct	True	2100	290	11A	\$4,000	Task Force Review
259-3-0382	Direct	True	2200	120	11A	\$29,000	Task Force Review
259-3-0383	Direct	True	2200	220	11A	\$3,000	Task Force Review
259-3-0384	Direct	True	2200	290	11A	\$3,000	Task Force Review
259-3-0385	Direct	True	2200	500	11A	\$5,000	Task Force Review
259-3-0387	Direct	True	2400	120	11A	\$34,000	Task Force Review
259-3-0388	Direct	True	2400	220	11A	\$3,000	Task Force Review
259-3-0389	Direct	True	2400	290	11A	\$3,000	Task Force Review
259-3-0390	Direct	False	4300	300	14	\$5,001,908	Task Force Review
259-3-0391	Direct	False	4700	490	14	\$226,380	Task Force Review
259-3-0392	Direct	False	4700	490	14	\$2,529,100	Task Force Review
259-3-0393	Direct	False	4700	490	14	\$30,366,390	Task Force Review
259-3-0394	Direct	False	1000	120	16	\$1,710,000	Task Force Review
259-3-0395	Direct	False	1000	110	16	\$10,265,000	Task Force Review
259-3-0396	Direct	False	2300	120	16	\$110,000	Task Force Review
259-3-0397	Direct	False	2300	110	16	\$142,000	Task Force Review
259-3-0398	Direct	False	2500	120	16	\$557,000	Task Force Review
259-3-0399	Direct	False	2500	110	16	\$16,000	Task Force Review
259-3-0400	Direct	False	2600	120	16	\$1,294,000	Task Force Review
259-3-0401	Direct	False	2700	120	16	\$38,000	Task Force Review

259-3-0402	Direct	False	3100	120	16	\$403,000	Task Force Review
259-3-0403	Direct	False	4000	120	16	\$60,000	Task Force Review
259-3-0404	Direct	False	2100	120	16	\$268,000	Task Force Review
259-3-0405	Direct	False	2100	110	16	\$1,826,000	Task Force Review
259-3-0406	Direct	False	2200	120	16	\$87,000	Task Force Review
259-3-0407	Direct	False	2200	110	16	\$904,000	Task Force Review
259-3-0408	Direct	False	2400	120	16	\$538,000	Task Force Review
259-3-0409	Direct	False	2400	110	16	\$960,000	Task Force Review
259-3-0410	Direct	False	2900	110	16	\$4,000	Task Force Review
259-3-0411	Direct	False	1000	290	16	\$145,350	Task Force Review
259-3-0412	Direct	False	1000	290	16	\$872,525	Task Force Review
259-3-0413	Direct	False	2300	290	16	\$9,350	Task Force Review
259-3-0414	Direct	False	2300	290	16	\$12,070	Task Force Review
259-3-0415	Direct	False	2500	290	16	\$47,345	Task Force Review
259-3-0416	Direct	False	2500	290	16	\$1,360	Task Force Review
259-3-0417	Direct	False	2600	290	16	\$109,990	Task Force Review
259-3-0418	Direct	False	2700	290	16	\$3,230	Task Force Review
259-3-0419	Direct	False	3100	290	16	\$34,255	Task Force Review
259-3-0420	Direct	False	4000	290	16	\$5,100	Task Force Review
259-3-0421	Direct	False	2100	290	16	\$22,780	Task Force Review
259-3-0422	Direct	False	2100	290	16	\$155,210	Task Force Review
259-3-0423	Direct	False	2200	290	16	\$7,395	Task Force Review
259-3-0424	Direct	False	2200	290	16	\$76,840	Task Force Review
259-3-0425	Direct	False	2400	290	16	\$45,730	Task Force Review
259-3-0426	Direct	False	2400	290	16	\$81,600	Task Force Review
259-3-0427	Direct	False	2900	290	16	\$340	Task Force Review
259-3-0428	Direct	True	2700	513	11A	\$1,500,000	Task Force Review
259-3-0429	Direct	True	2100	110	4	\$240,000	Task Force Review
259-3-0430	Direct	True	2100	290	4	\$20,000	Task Force Review
259-3-0431	Direct	True	2100	600	4	\$30,000	Task Force Review
259-3-0432	Direct	False	2200	110	1A	\$1,000,000	Task Force Review
259-3-0433	Direct	False	1000	110	1A	\$2,000,000	Task Force Review
259-3-0434	Direct	False	2200	110	4	\$400,000	Task Force Review
259-3-0435	Direct	False	2100	110	1A	\$800,000	Task Force Review
259-3-0436	Direct	True	1000	110	1A	\$100,000	Task Force Review
259-3-0437	Direct	False	2200	110	1A	\$300,000	Task Force Review
259-3-0438	Direct	False	1000	110	1A	\$2,090,258	Task Force Review
259-3-0439	Direct	True	1000	110	1B	\$760,000	Task Force Review
259-3-0440	Direct	True	2200	110	1B	\$760,000	Task Force Review
259-3-0441	Direct	True	2100	110	1B	\$780,000	Task Force Review
259-3-0442	Direct	True	1000	110	4	\$200,000	Task Force Review
259-3-0443	Direct	False	1000	700	1D	\$800,000	Task Force Review

259-3-0444	Direct	False	2400	110	3	\$1,200,000	Task Force Review
259-3-0445	Direct	True	1000	300	4	\$2,600,000	Task Force Review
259-3-0446	Direct	True	1000	300	4	\$600,000	Task Force Review
259-3-0447	Direct	False	1000	700	9	\$6,669,503	Task Force Review
259-3-0448	Direct	False	1000	210	15	\$3,703,506	Task Force Review
259-3-0449	Direct	False	2100	210	15	\$265,149	Task Force Review
259-3-0450	Direct	False	2200	210	15	\$106,060	Task Force Review
259-3-0451	Direct	False	2300	210	15	\$26,515	Task Force Review
259-3-0452	Direct	False	2400	210	15	\$201,096	Task Force Review
259-3-0453	Direct	False	2500	210	15	\$53,030	Task Force Review
259-3-0454	Direct	False	2600	210	15	\$243,103	Task Force Review
259-3-0455	Direct	False	3100	210	15	\$53,030	Task Force Review
259-3-0456	Direct	False	2100	610	10	\$5,000	Task Force Review
259-3-0457	Direct	False	2100	110	10	\$553,040	Task Force Review
259-3-0458	Direct	False	2100	210	10	\$66,240	Task Force Review
259-3-0459	Direct	False	2100	220	10	\$34,352	Task Force Review
259-3-0460	Direct	False	2100	290	10	\$17,232	Task Force Review
259-3-0001	Direct	False	2100	210	10	\$422,280	Task Force Review
259-3-0002	Direct	False	2100	220	10	\$225,096	Task Force Review
259-3-0003	Direct	False	2100	290	10	\$139,245	Task Force Review
259-3-0004	Direct	False	2100	110	10	\$2,942,412	Task Force Review
259-3-0005	Direct	False	2200	290	10	\$255,000	Task Force Review
259-3-0006	Direct	True	1000	120	12	\$11,494,000	Task Force Review
259-3-0007	Direct	True	1000	210	12	\$4,308,000	Task Force Review
259-3-0008	Direct	True	1000	220	12	\$879,000	Task Force Review
259-3-0009	Direct	True	1000	290	12	\$1,501,000	Task Force Review
259-3-0010	Direct	True	2100	120	12	\$95,000	Task Force Review
259-3-0011	Direct	True	2100	210	12	\$95,000	Task Force Review
259-3-0012	Direct	True	2100	220	12	\$7,000	Task Force Review
259-3-0013	Direct	True	2100	290	12	\$4,000	Task Force Review
259-3-0014	Direct	True	2200	120	12	\$600,000	Task Force Review
259-3-0015	Direct	True	2200	220	12	\$45,900	Task Force Review
259-3-0016	Direct	True	2200	290	12	\$12,600	Task Force Review
259-3-0017	Direct	True	2200	640	12	\$2,400,000	Task Force Review
259-3-0018	Direct	True	1000	210	10	\$149,040	Task Force Review
259-3-0019	Direct	True	1000	220	10	\$77,694	Task Force Review
259-3-0020	Direct	True	1000	290	10	\$48,105	Task Force Review
259-3-0021	Direct	True	1000	110	10	\$1,015,602	Task Force Review
259-3-0022	Direct	True	1000	120	12	\$206,973	Task Force Review
259-3-0023	Direct	True	1000	210	12	\$100,436	Task Force Review
259-3-0024	Direct	True	1000	220	12	\$15,833	Task Force Review
259-3-0025	Direct	True	1000	290	12	\$5,635	Task Force Review

259-3-0026	Direct	False	2200	220	12	\$60,786	Task Force Review
259-3-0027	Direct	False	2200	290	12	\$37,416	Task Force Review
259-3-0028	Direct	False	2200	110	12	\$794,604	Task Force Review
259-3-0029	Direct	False	2600	610	7	\$270,000	Task Force Review
259-3-0030	Direct	False	1000	300	11B	\$500,000	Task Force Review
259-3-0031	Direct	False	2600	600	7	\$460,000	Task Force Review
259-3-0032	Direct	False	2100	300	10	\$3,250,000	Task Force Review
259-3-0033	Direct	False	2200	300	3	\$20,000	Task Force Review
259-3-0034	Direct	False	2200	110	3	\$9,288	Task Force Review
259-3-0035	Direct	False	2200	220	3	\$711	Task Force Review
259-3-0036	Direct	False	2200	290	3	\$79	Task Force Review
259-3-0037	Direct	False	2200	640	3	\$200	Task Force Review
259-3-0038	Direct	False	1000	610	12	\$500,000	Task Force Review
259-3-0039	Direct	False	1000	610	12	\$500,000	Task Force Review
259-3-0040	Direct	False	2500	590	13	\$1,513	Task Force Review
259-3-0041	Direct	False	2100	610	10	\$7,000	Task Force Review
259-3-0042	Direct	True	2100	120	4	\$1,590,435	Task Force Review
259-3-0043	Direct	True	2100	610	4	\$7,000	Task Force Review
259-3-0044	Direct	True	2100	220	4	\$136,671	Task Force Review
259-3-0045	Direct	True	2100	290	4	\$13,521	Task Force Review
259-3-0046	Direct	True	1000	300	11B	\$1,862,960	Task Force Review
259-3-0047	Direct	True	1000	220	11B	\$8,626	Task Force Review
259-3-0048	Direct	True	1000	290	11B	\$959	Task Force Review
259-3-0049	Direct	True	1000	110	11B	\$112,752	Task Force Review
259-3-0050	Direct	True	1000	610	11B	\$35,000	Task Force Review
259-3-0051	Direct	True	2200	300	12	\$21,000	Task Force Review
259-3-0052	Direct	True	2200	110	12	\$34,000	Task Force Review
259-3-0053	Direct	True	2200	220	12	\$2,601	Task Force Review
259-3-0054	Direct	True	2200	290	12	\$289	Task Force Review
259-3-0055	Direct	True	2200	610	12	\$1,000	Task Force Review
259-3-0056	Direct	False	2700	513	4	\$20,000	Task Force Review
259-3-0057	Direct	False	2200	300	3	\$4,600	Task Force Review
259-3-0058	Direct	True	1000	300	4	\$11,000	Task Force Review
259-3-0059	Direct	False	2600	120	10	\$27,000	Task Force Review
259-3-0060	Direct	False	2600	220	10	\$2,067	Task Force Review
259-3-0061	Direct	False	2600	290	10	\$231	Task Force Review
259-3-0062	Direct	True	2200	110	12	\$133,200	Task Force Review
259-3-0063	Direct	False	2200	220	12	\$10,190	Task Force Review
259-3-0064	Direct	False	2200	290	12	\$1,132	Task Force Review
259-3-0065	Direct	False	2200	500	12	\$54,000	Task Force Review
259-3-0066	Direct	False	2100	110	3	\$1,566	Task Force Review
259-3-0067	Direct	False	2100	220	3	\$120	Task Force Review

259-3-0068	Direct	False	2100	290	3	\$13	Task Force Review
259-3-0069	Direct	False	2100	600	3	\$150,000	Task Force Review
259-3-0070	Direct	False	2100	600	3	\$202,000	Task Force Review
259-3-0071	Direct	False	2200	110	12	\$28,750	Task Force Review
259-3-0072	Direct	False	2200	220	12	\$2,199	Task Force Review
259-3-0073	Direct	False	2200	290	12	\$245	Task Force Review
259-3-0074	Direct	False	2200	500	3	\$49,500	Task Force Review
259-3-0075	Direct	False	2200	110	3	\$43,000	Task Force Review
259-3-0076	Direct	False	2200	220	3	\$3,290	Task Force Review
259-3-0077	Direct	False	2200	290	3	\$366	Task Force Review
259-3-0078	Direct	False	2200	110	3	\$110,080	Task Force Review
259-3-0079	Direct	False	2200	220	3	\$8,422	Task Force Review
259-3-0080	Direct	False	2200	290	3	\$936	Task Force Review
259-3-0081	Direct	False	2200	500	3	\$153,600	Task Force Review
259-3-0082	Direct	False	2100	120	10	\$649,410	Task Force Review
259-3-0083	Direct	False	2100	220	10	\$49,680	Task Force Review
259-3-0084	Direct	False	2100	290	10	\$22,350	Task Force Review
259-3-0085	Direct	False	2100	210	10	\$124,200	Task Force Review
259-3-0086	Direct	False	2100	600	10	\$35,000	Task Force Review
259-3-0087	Direct	False	2200	300	12	\$100,000	Task Force Review
259-3-0088	Direct	False	1000	110	16	\$23,568,563	Task Force Review
259-3-0089	Direct	False	2300	120	15	\$220,500	Task Force Review
259-3-0090	Direct	False	2300	220	15	\$158,800	Task Force Review
259-3-0091	Direct	False	2300	110	15	\$519,180	Task Force Review
259-3-0092	Direct	False	4000	120	15	\$226,520	Task Force Review
259-3-0093	Direct	False	4000	220	15	\$61,860	Task Force Review
259-3-0094	Direct	False	2500	120	15	\$1,017,880	Task Force Review
259-3-0095	Direct	False	2500	220	15	\$288,400	Task Force Review
259-3-0096	Direct	False	2200	120	15	\$168,820	Task Force Review
259-3-0097	Direct	False	2200	220	15	\$54,680	Task Force Review
259-3-0098	Direct	True	1000	110	11A	\$6,880	Task Force Review
259-3-0099	Direct	True	1000	220	11A	\$526	Task Force Review
259-3-0100	Direct	True	1000	290	11A	\$72	Task Force Review
259-3-0101	Direct	True	2100	110	11A	\$4,800	Task Force Review
259-3-0102	Direct	True	2100	220	11A	\$367	Task Force Review
259-3-0103	Direct	True	2100	290	11A	\$55	Task Force Review
259-3-0104	Direct	True	1000	110	11A	\$107,060	Task Force Review
259-3-0105	Direct	True	1000	120	11A	\$1,792	Task Force Review
259-3-0106	Direct	True	1000	220	11A	\$8,327	Task Force Review
259-3-0107	Direct	True	1000	290	11A	\$1,137	Task Force Review
259-3-0108	Direct	True	2100	110	11A	\$6,112	Task Force Review
259-3-0109	Direct	True	2100	220	11A	\$457	Task Force Review

259-3-0110	Direct	True	2100	290	11A	\$64	Task Force Review
259-3-0111	Direct	True	2200	120	11A	\$6,117	Task Force Review
259-3-0112	Direct	True	2200	220	11A	\$468	Task Force Review
259-3-0113	Direct	True	2200	290	11A	\$63	Task Force Review
259-3-0114	Direct	True	2700	513	11A	\$52,251	Task Force Review
259-3-0115	Direct	True	1000	110	11A	\$181,975	Task Force Review
259-3-0116	Direct	True	1000	120	11A	\$6,968	Task Force Review
259-3-0117	Direct	True	1000	220	11A	\$14,452	Task Force Review
259-3-0118	Direct	True	1000	290	11A	\$1,747	Task Force Review
259-3-0119	Direct	True	1000	110	11A	\$386,490	Task Force Review
259-3-0120	Direct	True	1000	120	11A	\$59,168	Task Force Review
259-3-0121	Direct	True	1000	220	11A	\$34,071	Task Force Review
259-3-0122	Direct	True	1000	290	11A	\$4,635	Task Force Review
259-3-0123	Direct	True	1000	500	11A	\$51	Task Force Review
259-3-0124	Direct	True	1000	610	11A	\$14,606	Task Force Review
259-3-0125	Direct	True	1000	630	11A	\$588	Task Force Review
259-3-0126	Direct	True	2100	110	11A	\$98,420	Task Force Review
259-3-0127	Direct	True	2100	220	11A	\$7,467	Task Force Review
259-3-0128	Direct	True	2100	290	11A	\$964	Task Force Review
259-3-0129	Direct	True	2100	610	11A	\$99	Task Force Review
259-3-0130	Direct	True	2400	120	11A	\$2,738	Task Force Review
259-3-0131	Direct	True	2400	220	11A	\$209	Task Force Review
259-3-0132	Direct	True	2400	290	11A	\$29	Task Force Review
259-3-0133	Direct	True	2700	513	11A	\$131,379	Task Force Review
259-3-0134	Direct	True	1000	110	11A	\$985,080	Task Force Review
259-3-0135	Direct	True	1000	120	11A	\$175,570	Task Force Review
259-3-0136	Direct	True	1000	220	11A	\$88,792	Task Force Review
259-3-0137	Direct	True	1000	290	11A	\$12,172	Task Force Review
259-3-0138	Direct	True	1000	300	11A	\$1,500	Task Force Review
259-3-0139	Direct	True	1000	500	11A	\$20,564	Task Force Review
259-3-0140	Direct	True	1000	610	11A	\$34,552	Task Force Review
259-3-0141	Direct	True	1000	640	11A	\$19,500	Task Force Review
259-3-0142	Direct	True	2100	110	11A	\$146,610	Task Force Review
259-3-0143	Direct	True	2100	220	11A	\$11,277	Task Force Review
259-3-0144	Direct	True	2100	290	11A	\$1,421	Task Force Review
259-3-0145	Direct	True	2100	530	11A	\$2,200	Task Force Review
259-3-0146	Direct	True	2700	513	11A	\$17,944	Task Force Review
259-3-0147	Direct	True	2100	500	11A	\$5,000	Task Force Review
259-3-0148	Direct	True	2100	610	11A	\$1,000	Task Force Review
259-3-0149	Direct	True	1000	110	11A	\$133,000	Task Force Review
259-3-0150	Direct	True	1000	220	11A	\$11,000	Task Force Review
259-3-0151	Direct	True	1000	290	11A	\$3,000	Task Force Review

259-3-0152	Direct	True	2100	110	11A	\$15,000	Task Force Review
259-3-0153	Direct	True	2100	220	11A	\$2,000	Task Force Review
259-3-0154	Direct	True	2100	290	11A	\$3,000	Task Force Review
259-3-0155	Direct	True	1000	110	11A	\$71,000	Task Force Review
259-3-0156	Direct	True	1000	120	11A	\$3,000	Task Force Review
259-3-0157	Direct	True	1000	220	11A	\$6,000	Task Force Review
259-3-0158	Direct	True	1000	290	11A	\$3,000	Task Force Review
259-3-0159	Direct	True	1000	500	11A	\$1,000	Task Force Review
259-3-0160	Direct	True	1000	530	11A	\$2,000	Task Force Review
259-3-0161	Direct	True	2100	110	11A	\$1,000	Task Force Review
259-3-0162	Direct	True	2100	220	11A	\$1,000	Task Force Review
259-3-0163	Direct	True	2100	290	11A	\$3,000	Task Force Review
259-3-0164	Direct	True	1000	110	11A	\$243,000	Task Force Review
259-3-0165	Direct	True	1000	120	11A	\$30,000	Task Force Review
259-3-0166	Direct	True	1000	220	11A	\$21,000	Task Force Review
259-3-0167	Direct	True	1000	290	11A	\$4,000	Task Force Review
259-3-0168	Direct	True	1000	500	11A	\$1,000	Task Force Review
259-3-0170	Direct	True	1000	530	11A	\$1,000	Task Force Review
259-3-0171	Direct	True	1000	610	11A	\$9,000	Task Force Review
259-3-0172	Direct	True	2100	110	11A	\$16,000	Task Force Review
259-3-0173	Direct	True	2100	220	11A	\$2,000	Task Force Review
259-3-0174	Direct	True	2100	290	11A	\$3,000	Task Force Review
259-3-0175	Direct	True	2400	110	11A	\$13,000	Task Force Review
259-3-0176	Direct	True	2400	120	11A	\$3,000	Task Force Review
259-3-0177	Direct	True	2400	220	11A	\$2,000	Task Force Review
259-3-0178	Direct	True	2400	290	11A	\$3,000	Task Force Review
259-3-0179	Direct	True	1000	110	11A	\$2,000	Task Force Review
259-3-0180	Direct	True	1000	220	11A	\$1,000	Task Force Review
259-3-0181	Direct	True	1000	290	11A	\$3,000	Task Force Review
259-3-0182	Direct	True	1000	300	11A	\$3,000	Task Force Review
259-3-0183	Direct	True	1000	440	11A	\$4,000	Task Force Review
259-3-0184	Direct	True	1000	110	11A	\$57,000	Task Force Review
259-3-0185	Direct	True	1000	120	11A	\$16,000	Task Force Review
259-3-0186	Direct	True	1000	220	11A	\$6,000	Task Force Review
259-3-0187	Direct	True	1000	290	11A	\$3,000	Task Force Review
259-3-0188	Direct	True	2100	110	11A	\$8,000	Task Force Review
259-3-0189	Direct	True	2100	220	11A	\$1,000	Task Force Review
259-3-0190	Direct	True	2100	290	11A	\$3,000	Task Force Review
259-3-0191	Direct	True	2600	120	11A	\$82,000	Task Force Review
259-3-0192	Direct	True	2600	220	11A	\$7,000	Task Force Review
259-3-0193	Direct	True	2600	290	11A	\$3,000	Task Force Review
259-3-0194	Direct	True	1000	110	11A	\$355,000	Task Force Review

259-3-0195	Direct	True	1000	120	11A	\$77,000	Task Force Review
259-3-0196	Direct	True	1000	220	11A	\$33,000	Task Force Review
259-3-0197	Direct	True	1000	290	11A	\$5,000	Task Force Review
259-3-0198	Direct	True	1000	300	11A	\$12,000	Task Force Review
259-3-0199	Direct	True	1000	500	11A	\$3,000	Task Force Review
259-3-0200	Direct	True	1000	610	11A	\$74,000	Task Force Review
259-3-0201	Direct	True	1000	680	11A	\$1,000	Task Force Review
259-3-0202	Direct	True	2100	110	11A	\$85,000	Task Force Review
259-3-0203	Direct	True	2100	220	11A	\$7,000	Task Force Review
259-3-0204	Direct	True	2100	290	11A	\$3,000	Task Force Review
259-3-0205	Direct	True	2400	110	11A	\$31,000	Task Force Review
259-3-0206	Direct	True	2400	120	11A	\$10,000	Task Force Review
259-3-0207	Direct	True	2400	220	11A	\$3,000	Task Force Review
259-3-0208	Direct	True	2400	290	11A	\$3,000	Task Force Review
259-3-0209	Direct	True	1000	110	11A	\$1,637,000	Task Force Review
259-3-0210	Direct	True	1000	120	11A	\$451,000	Task Force Review
259-3-0211	Direct	True	1000	220	11A	\$160,000	Task Force Review
259-3-0212	Direct	True	1000	290	11A	\$21,000	Task Force Review
259-3-0213	Direct	True	1000	300	11A	\$200,000	Task Force Review
259-3-0214	Direct	True	1000	530	11A	\$2,000	Task Force Review
259-3-0215	Direct	True	1000	610	11A	\$124,000	Task Force Review
259-3-0216	Direct	True	1000	640	11A	\$286,000	Task Force Review
259-3-0217	Direct	True	2100	110	11A	\$280,000	Task Force Review
259-3-0218	Direct	True	2100	220	11A	\$22,000	Task Force Review
259-3-0219	Direct	True	2100	290	11A	\$4,000	Task Force Review
259-3-0220	Direct	True	2200	120	11A	\$29,000	Task Force Review
259-3-0221	Direct	True	2200	220	11A	\$3,000	Task Force Review
259-3-0222	Direct	True	2200	290	11A	\$3,000	Task Force Review
259-3-0223	Direct	True	2200	500	11A	\$5,000	Task Force Review
259-3-0225	Direct	True	2400	120	11A	\$34,000	Task Force Review
259-3-0226	Direct	True	2400	220	11A	\$3,000	Task Force Review
259-3-0227	Direct	True	2400	290	11A	\$3,000	Task Force Review
259-3-0228	Direct	True	2100	500	11A	\$5,000	Task Force Review
259-3-0229	Direct	True	2100	610	11A	\$1,000	Task Force Review
259-3-0230	Direct	True	1000	110	11A	\$133,000	Task Force Review
259-3-0231	Direct	True	1000	220	11A	\$11,000	Task Force Review
259-3-0232	Direct	True	1000	290	11A	\$3,000	Task Force Review
259-3-0233	Direct	True	2100	110	11A	\$15,000	Task Force Review
259-3-0234	Direct	True	2100	220	11A	\$2,000	Task Force Review
259-3-0235	Direct	True	2100	290	11A	\$3,000	Task Force Review
259-3-0236	Direct	True	1000	110	11A	\$71,000	Task Force Review
259-3-0237	Direct	True	1000	120	11A	\$3,000	Task Force Review



259-3-0238	Direct	True	1000	220	11A	\$6,000	Task Force Review
259-3-0239	Direct	True	1000	290	11A	\$3,000	Task Force Review
259-3-0240	Direct	True	1000	500	11A	\$1,000	Task Force Review
259-3-0241	Direct	True	1000	530	11A	\$2,000	Task Force Review
259-3-0242	Direct	True	2100	110	11A	\$1,000	Task Force Review
259-3-0243	Direct	True	2100	220	11A	\$1,000	Task Force Review
259-3-0244	Direct	True	2100	290	11A	\$3,000	Task Force Review
259-3-0245	Direct	True	1000	110	11A	\$243,000	Task Force Review
259-3-0246	Direct	True	1000	120	11A	\$30,000	Task Force Review
259-3-0247	Direct	True	1000	220	11A	\$21,000	Task Force Review
259-3-0248	Direct	True	1000	290	11A	\$4,000	Task Force Review
259-3-0249	Direct	True	1000	500	11A	\$1,000	Task Force Review
259-3-0251	Direct	True	1000	530	11A	\$1,000	Task Force Review
259-3-0252	Direct	True	1000	610	11A	\$9,000	Task Force Review
259-3-0253	Direct	True	2100	110	11A	\$16,000	Task Force Review
259-3-0254	Direct	True	2100	220	11A	\$2,000	Task Force Review
259-3-0255	Direct	True	2100	290	11A	\$3,000	Task Force Review
259-3-0256	Direct	True	2400	110	11A	\$13,000	Task Force Review
259-3-0257	Direct	True	2400	120	11A	\$3,000	Task Force Review
259-3-0258	Direct	True	2400	220	11A	\$2,000	Task Force Review
259-3-0259	Direct	True	2400	290	11A	\$3,000	Task Force Review
259-3-0260	Direct	True	1000	110	11A	\$2,000	Task Force Review
259-3-0261	Direct	True	1000	220	11A	\$1,000	Task Force Review
259-3-0262	Direct	True	1000	290	11A	\$3,000	Task Force Review
259-3-0263	Direct	True	1000	300	11A	\$3,000	Task Force Review
259-3-0264	Direct	True	1000	440	11A	\$4,000	Task Force Review
259-3-0265	Direct	True	1000	110	11A	\$57,000	Task Force Review
259-3-0266	Direct	True	1000	120	11A	\$16,000	Task Force Review
259-3-0267	Direct	True	1000	220	11A	\$6,000	Task Force Review
259-3-0268	Direct	True	1000	290	11A	\$3,000	Task Force Review
259-3-0269	Direct	True	2100	110	11A	\$8,000	Task Force Review
259-3-0270	Direct	True	2100	220	11A	\$1,000	Task Force Review
259-3-0271	Direct	True	2100	290	11A	\$3,000	Task Force Review
259-3-0272	Direct	True	2600	120	11A	\$82,000	Task Force Review
259-3-0273	Direct	True	2600	220	11A	\$7,000	Task Force Review
259-3-0274	Direct	True	2600	290	11A	\$3,000	Task Force Review
259-3-0275	Direct	True	1000	110	11A	\$355,000	Task Force Review
259-3-0276	Direct	True	1000	120	11A	\$77,000	Task Force Review
259-3-0277	Direct	True	1000	220	11A	\$33,000	Task Force Review
259-3-0278	Direct	True	1000	290	11A	\$5,000	Task Force Review
259-3-0279	Direct	True	1000	300	11A	\$12,000	Task Force Review
259-3-0280	Direct	True	1000	500	11A	\$3,000	Task Force Review

259-3-0281	Direct	True	1000	610	11A	\$74,000	Task Force Review
259-3-0282	Direct	True	1000	680	11A	\$1,000	Task Force Review
259-3-0283	Direct	True	2100	110	11A	\$85,000	Task Force Review
259-3-0284	Direct	True	2100	220	11A	\$7,000	Task Force Review
259-3-0285	Direct	True	2100	290	11A	\$3,000	Task Force Review
259-3-0286	Direct	True	2400	110	11A	\$31,000	Task Force Review
259-3-0287	Direct	True	2400	120	11A	\$10,000	Task Force Review
259-3-0288	Direct	True	2400	220	11A	\$3,000	Task Force Review
259-3-0289	Direct	True	2400	290	11A	\$3,000	Task Force Review
259-3-0290	Direct	True	1000	110	11A	\$1,637,000	Task Force Review
259-3-0291	Direct	True	1000	120	11A	\$451,000	Task Force Review
259-3-0292	Direct	True	1000	220	11A	\$160,000	Task Force Review
259-3-0293	Direct	True	1000	290	11A	\$21,000	Task Force Review
259-3-0294	Direct	True	1000	300	11A	\$200,000	Task Force Review
259-3-0295	Direct	True	1000	530	11A	\$2,000	Task Force Review
259-3-0296	Direct	True	1000	610	11A	\$124,000	Task Force Review
259-3-0297	Direct	True	1000	640	11A	\$286,000	Task Force Review
259-3-0298	Direct	True	2100	110	11A	\$280,000	Task Force Review
259-3-0299	Direct	True	2100	220	11A	\$22,000	Task Force Review
259-3-0300	Direct	True	2100	290	11A	\$4,000	Task Force Review
259-3-0301	Direct	True	2200	120	11A	\$29,000	Task Force Review
259-3-0302	Direct	True	2200	220	11A	\$3,000	Task Force Review
259-3-0303	Direct	True	2200	290	11A	\$3,000	Task Force Review
259-3-0304	Direct	True	2200	500	11A	\$5,000	Task Force Review
259-3-0306	Direct	True	2400	120	11A	\$34,000	Task Force Review
259-3-0307	Direct	True	2400	220	11A	\$3,000	Task Force Review
259-3-0308	Direct	True	2400	290	11A	\$3,000	Task Force Review
259-3-0309	Direct	True	2100	500	11A	\$5,000	Task Force Review
259-3-0310	Direct	True	2100	610	11A	\$1,000	Task Force Review
259-3-0311	Direct	True	1000	110	11A	\$133,000	Task Force Review
259-3-0312	Direct	True	1000	220	11A	\$11,000	Task Force Review
259-3-0313	Direct	True	1000	290	11A	\$3,000	Task Force Review
259-3-0314	Direct	True	2100	110	11A	\$15,000	Task Force Review
259-3-0315	Direct	True	2100	220	11A	\$2,000	Task Force Review
259-3-0316	Direct	True	2100	290	11A	\$3,000	Task Force Review
259-3-0317	Direct	True	1000	110	11A	\$71,000	Task Force Review
259-3-0318	Direct	True	1000	120	11A	\$3,000	Task Force Review
259-3-0319	Direct	True	1000	220	11A	\$6,000	Task Force Review
259-3-0320	Direct	True	1000	290	11A	\$3,000	Task Force Review
259-3-0321	Direct	True	1000	500	11A	\$1,000	Task Force Review
259-3-0322	Direct	True	1000	530	11A	\$2,000	Task Force Review
259-3-0323	Direct	True	2100	110	11A	\$1,000	Task Force Review

259-3-0324	Direct	True	2100	220	11A	\$1,000	Task Force Review
259-3-0325	Direct	True	2100	290	11A	\$3,000	Task Force Review
259-3-0326	Direct	True	1000	110	11A	\$243,000	Task Force Review
259-3-0327	Direct	True	1000	120	11A	\$30,000	Task Force Review
259-3-0328	Direct	True	1000	220	11A	\$21,000	Task Force Review
259-3-0329	Direct	True	1000	290	11A	\$4,000	Task Force Review
259-3-0330	Direct	True	1000	500	11A	\$1,000	Task Force Review
259-3-0332	Direct	True	1000	530	11A	\$1,000	Task Force Review
259-3-0333	Direct	True	1000	610	11A	\$9,000	Task Force Review
259-3-0334	Direct	True	2100	110	11A	\$16,000	Task Force Review
259-3-0335	Direct	True	2100	220	11A	\$2,000	Task Force Review
259-3-0336	Direct	True	2100	290	11A	\$3,000	Task Force Review
259-3-0337	Direct	True	2400	110	11A	\$13,000	Task Force Review
259-3-0338	Direct	True	2400	120	11A	\$3,000	Task Force Review
259-3-0339	Direct	True	2400	220	11A	\$2,000	Task Force Review
259-3-0340	Direct	True	2400	290	11A	\$3,000	Task Force Review
259-3-0341	Direct	True	1000	110	11A	\$2,000	Task Force Review
259-3-0342	Direct	True	1000	220	11A	\$1,000	Task Force Review
259-3-0343	Direct	True	1000	290	11A	\$3,000	Task Force Review
259-3-0344	Direct	True	1000	300	11A	\$3,000	Task Force Review
259-3-0345	Direct	True	1000	440	11A	\$4,000	Task Force Review
259-3-0346	Direct	True	1000	110	11A	\$57,000	Task Force Review
259-3-0347	Direct	True	1000	120	11A	\$16,000	Task Force Review
259-3-0348	Direct	True	1000	220	11A	\$6,000	Task Force Review
259-3-0349	Direct	True	1000	290	11A	\$3,000	Task Force Review
259-3-0350	Direct	True	2100	110	11A	\$8,000	Task Force Review
259-3-0351	Direct	True	2100	220	11A	\$1,000	Task Force Review
259-3-0352	Direct	True	2100	290	11A	\$3,000	Task Force Review
259-3-0353	Direct	True	2600	120	11A	\$82,000	Task Force Review
259-3-0354	Direct	True	2600	220	11A	\$7,000	Task Force Review
259-3-0355	Direct	True	2600	290	11A	\$3,000	Task Force Review
259-3-0356	Direct	True	1000	110	11A	\$355,000	Task Force Review
259-3-0357	Direct	True	1000	120	11A	\$77,000	Task Force Review
259-3-0358	Direct	True	1000	220	11A	\$33,000	Task Force Review
259-3-0359	Direct	True	1000	290	11A	\$5,000	Task Force Review
259-3-0360	Direct	True	1000	300	11A	\$12,000	Task Force Review
259-3-0361	Direct	True	1000	500	11A	\$3,000	Task Force Review
259-3-0362	Direct	True	1000	610	11A	\$74,000	Task Force Review
259-3-0363	Direct	True	1000	680	11A	\$1,000	Task Force Review
259-3-0364	Direct	True	2100	110	11A	\$85,000	Task Force Review
259-3-0365	Direct	True	2100	220	11A	\$7,000	Task Force Review
259-3-0366	Direct	True	2100	290	11A	\$3,000	Task Force Review

259-3-0367	Direct	True	2400	110	11A	\$31,000	Task Force Review
259-3-0368	Direct	True	2400	120	11A	\$10,000	Task Force Review
259-3-0369	Direct	True	2400	220	11A	\$3,000	Task Force Review
259-3-0370	Direct	True	2400	290	11A	\$3,000	Task Force Review

## Line Item Details

Line Item ID: 259-3-0371

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Summer School 2024 AU11 - Summer Safari

**Account Number**

56484 - 100001

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$0

**Budgeted Expenditures in SFY 2024** \$1,637,000

**Total Expenditures** \$1,637,000

**Status**

Task Force Review

Line Item ID: 259-3-0372

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Summer School 2024 AU11 - Summer Safari

**Account Number**

56484 - 100001

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$451,000**Total Expenditures** \$451,000**Status**

Task Force Review

Line Item ID: 259-3-0373

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Summer School 2024 AU11 - Summer Safari

**Account Number**

56484 - 100001

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$160,000
<b>Total Expenditures</b>	\$160,000

**Status**

Task Force Review

Line Item ID: 259-3-0374

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Summer School 2024 AU11 - Summer Safari

**Account Number**

56484 - 100001

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

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

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

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$21,000
<b>Total Expenditures</b>	\$21,000

**Status**

Task Force Review

Line Item ID: 259-3-0375

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Summer School 2024 AU11 - Summer Safari

**Account Number**

56484 - 100001

**Function Code**

1000 - Instruction

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

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

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

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

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

**Status**

Task Force Review

Line Item ID: 259-3-0376



**Allocation Type**

Direct Allocation

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

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

**Account Name**

Summer School 2024 AU11 - Summer Safari

**Account Number**

56484 - 100001

**Function Code**

1000 - Instruction

**Object Code**

530 - Communications

**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**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

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

**Status**

Task Force Review

Line Item ID: 259-3-0377

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Summer School 2024 AU11 - Summer Safari

**Account Number**

56484 - 100001

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

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

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$124,000**Total Expenditures** \$124,000**Status**

Task Force Review

Line Item ID: 259-3-0378

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Summer School 2024 AU11 - Summer Safari

**Account Number**

56484 - 100001

**Function Code**

1000 - Instruction

**Object Code**

640 - Books and Periodicals

**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**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$286,000
<b>Total Expenditures</b>	\$286,000

**Status**

Task Force Review

Line Item ID: 259-3-0379

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Summer School 2024 AU11 - Summer Safari

**Account Number**

56484 - 210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$280,000
<b>Total Expenditures</b>	\$280,000

**Status**

Task Force Review

Line Item ID: 259-3-0380

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Summer School 2024 AU11 - Summer Safari

**Account Number**

56484 - 210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

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

**Status**

Task Force Review

Line Item ID: 259-3-0381

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Summer School 2024 AU11 - Summer Safari

**Account Number**

56484 - 210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

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

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

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

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

**Status**

Task Force Review

Line Item ID: 259-3-0382

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Summer School 2024 AU11 - Summer Safari

**Account Number**

56484 - 220001

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$29,000
<b>Total Expenditures</b>	\$29,000

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Summer School 2024 AU11 - Summer Safari

**Account Number**

56484 - 220001

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin staff, and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be a full-day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math, reading, and writing. The district will also have counselors, social workers, and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district-determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

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

**Status**

Task Force Review



**Allocation Type**

Direct Allocation

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

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

**Account Name**

Summer School 2024 AU11 - Summer Safari

**Account Number**

56484 - 220001

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

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

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

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

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

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Summer School 2024 AU11 - Summer Safari

**Account Number**

56484 - 220001

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

500 - OTHER PURCHASED SERVICES

**Allowable Use**

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

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

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.

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

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Summer School 2024 AU11 - Summer Safari

**Account Number**

56484 - 240001

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin staff, and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be a full-day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math, reading, and writing. The district will also have counselors, social workers, and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district-determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$34,000
<b>Total Expenditures</b>	<u>\$34,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Summer School 2024 AU11 - Summer Safari

**Account Number**

56484 - 240001

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

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

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Summer School 2024 AU11 - Summer Safari

**Account Number**

56484 - 240001

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

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

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

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.

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

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Facilities Project AU14 - Construction

**Account Number**

56215 - 430000

**Function Code**

4300 - Architecture and Engineering

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**14 - Inspection, testing, maintenance,  
repair, replacement and upgrade  
projects to improve the indoor air  
quality in school facilities.**Please describe the expenditures within the account and how they will address a COVID-19 need**

To address indoor air quality needs most effectively in our buildings Wichita Public Schools must first conduct a full-scale indoor air quality audit of its HVAC systems at 64 of its buildings. This will give the district the information needed to establish a concise priority list of HVAC needs and develop a swift plan of action to address them. The district's ability to combat the spread of COVID-19 and other communicable diseases in its schools hinges upon the reliable operation of its HVAC systems. This service will help ensure dollars are allocated to the areas of greatest impact about HVAC systems and operations. The firm selected to conduct building audits will be retained to act as the district's owner's representative oversight and commissioning agent for the forthcoming design and construction work to provide quality assurance and ensure consistency throughout. This is a complex scope of work that will require additional outside resources to achieve the level of quality needed in the timeframe specified. The district went through a competitive process and selected PEC for the services outlined.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,001,908
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,001,908</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Facilities Project AU14 - Construction

**Account Number**

56215 - 470000

**Function Code**

4700 - Building Improvements

**Object Code**490 - Other Purchased Property  
Services**Allowable Use**14 - Inspection, testing, maintenance,  
repair, replacement and upgrade  
projects to improve the indoor air  
quality in school facilities.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Wichita Public Schools will utilize Trane Connect and Command Center platforms to perform on-going data analytics services. Data analytics and continuous remote digital commissioning services will allow the district to run trending to detect HVAC system anomalies and correct them before they become full-scale equipment failures. Having the ability to manage our HVAC systems and verify the delivery of consistent high quality indoor air will greatly improve building health and help reduce the spread of COVID-19 and other communicable diseases in Wichita Public Schools more proactively. The services will be administered by Trane for the first 2 years and will include training of district staff to assume data analytics responsibilities upon completion of the term. Wichita Public Schools will replace windows at three schools. Replacing inoperable leaky single-pane windows with new operable units will provide the ability to open windows and introduce additional fresh outside air on temperate days while also helping reduce indoor air particulates humidity and mold issues during heating and cooling days when windows are kept closed. All of which are contributors for controlling the risk of COVID virus transmission.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$226,380
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$226,380</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 259-3-0392

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Facilities Project AU14 - Construction

**Account Number**

56215 - 470000

**Function Code**

4700 - Building Improvements

**Object Code**490 - Other Purchased Property  
Services**Allowable Use**14 - Inspection, testing, maintenance,  
repair, replacement and upgrade  
projects to improve the indoor air  
quality in school facilities.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Wichita Public Schools will replace windows at three schools. Replacing inoperable leaky single-pane windows with new operable units will provide the ability to open windows and introduce additional fresh outside air on temperate days while also helping reduce indoor air particulates humidity and mold issues during heating and cooling days when windows are kept closed. All of which are contributors for controlling the risk of COVID virus transmission.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,529,100
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$2,529,100

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 259-3-0393



**Allocation Type**

Direct Allocation

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

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

**Account Name**

Facilities Project AU14 - Construction

**Account Number**

56215 - 470000

**Function Code**

4700 - Building Improvements

**Object Code**

490 - Other Purchased Property Services

**Allowable Use**

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

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

Replacing the aging mechanical systems at several buildings will improve the indoor air quality by providing higher quality ventilation and filtration. Equipment to be upgraded through replacement includes: chillers, chilled water pumps, dedicated outside air system, classroom units with new blower coils and replacements, and hydronic and chilled water piping. HVAC control system upgrades are also included; they incorporate new sensors and alarm functions to monitor and control indoor air quality, comfort, and energy consistent with current code requirements and district standards.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$30,366,390
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$30,366,390

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Line Item ID: 259-3-0394

**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
Instruction**Account Number**

56214 - 100000

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

? A 2.75% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in December 2022. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

? A second 2.5% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in May 2023. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,710,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,710,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
Instruction**Account Number**

56214 - 100000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

? A 2.75% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in December 2022. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

? A second 2.5% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in May 2023. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,265,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$10,265,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
General Admi**Account Number**

56214 - 230000

**Function Code**2300 - Support Services (General  
Administration)**Object Code**

120 - Regular Non-Certified Salaries

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

? A 2.75% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in December 2022. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

? A second 2.5% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in May 2023. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$110,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$110,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
General Admi**Account Number**

56214 - 230000

**Function Code**2300 - Support Services (General  
Administration)**Object Code**

110 - Regular Certified Salaries

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

? A 2.75% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in December 2022. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

? A second 2.5% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in May 2023. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

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

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
Central Serv**Account Number**

56214 - 250000

**Function Code**

2500 - Central Services

**Object Code**

120 - Regular Non-Certified Salaries

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

? A 2.75% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in December 2022. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

? A second 2.5% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in May 2023. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$557,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$557,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0399

**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
Central Serv**Account Number**

56214 - 250000

**Function Code**

2500 - Central Services

**Object Code**

110 - Regular Certified Salaries

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

? A 2.75% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in December 2022. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

? A second 2.5% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in May 2023. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$16,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$16,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0400

**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
Operation &**Account Number**

56214 - 260000

**Function Code**2600 - Operation and Maintenance of  
Plant Services (All except  
Transportation)**Object Code**

120 - Regular Non-Certified Salaries

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

? A 2.75% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in December 2022. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

? A second 2.5% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in May 2023. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,294,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$1,294,000

**Status**

Task Force Review

Line Item ID: 259-3-0401



**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
Transportati**Account Number**

56214 - 270000

**Function Code**

2700 - Student Transportation Services

**Object Code**

120 - Regular Non-Certified Salaries

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

? A 2.75% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in December 2022. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

? A second 2.5% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in May 2023. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$38,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$38,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
Food Service**Account Number**

56214 - 310000

**Function Code**

3100 - Food Service Operations

**Object Code**

120 - Regular Non-Certified Salaries

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

? A 2.75% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in December 2022. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

? A second 2.5% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in May 2023. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$403,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$403,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0403

**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
Facilities**Account Number**

56214 - 400000

**Function Code**4000 - FACILITIES ACQUISITION AND  
CONSTRUCTION SERVICES**Object Code**

120 - Regular Non-Certified Salaries

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

? A 2.75% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in December 2022. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

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

**Status**

Task Force Review

Line Item ID: 259-3-0404

**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
Student Supp**Account Number**

56214 - 210000

**Function Code**

2100 - Support Services (Students)

**Object Code**

120 - Regular Non-Certified Salaries

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

? A 2.75% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in December 2022. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

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<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$268,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$268,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
Student Supp**Account Number**

56214 - 210000

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

? A 2.75% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in December 2022. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

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<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,826,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,826,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
Instructiona**Account Number**

56214 - 220000

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

120 - Regular Non-Certified Salaries

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

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<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$87,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$87,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
Instructiona**Account Number**

56214 - 220000

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

110 - Regular Certified Salaries

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

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<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$904,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$904,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
School Admin**Account Number**

56214 - 240000

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

120 - Regular Non-Certified Salaries

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

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<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$538,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$538,000</u>

**Status**

Task Force Review



**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
School Admin**Account Number**

56214 - 240000

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

110 - Regular Certified Salaries

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

? A 2.75% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in December 2022. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

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<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$960,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$960,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
Other Support**Account Number**

56214 - 290000

**Function Code**2900 - Other Support Services (would  
include room and board for Special  
Education students)**Object Code**

110 - Regular Certified Salaries

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

? A 2.75% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in December 2022. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

? A second 2.5% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in May 2023. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

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

**Status**

Task Force Review

Line Item ID: 259-3-0411

**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
Instruction**Account Number**

56214 - 100000

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

? A 2.75% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in December 2022. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

? A second 2.5% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in May 2023. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$145,350
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$145,350</u>

**Status**

Task Force Review

Line Item ID: 259-3-0412

**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
Instruction**Account Number**

56214 - 100000

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

? A 2.75% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in December 2022. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

? A second 2.5% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in May 2023. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$872,525
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$872,525</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
General Admi**Account Number**

56214 - 230000

**Function Code**2300 - Support Services (General  
Administration)**Object Code**

290 - Other Employee Benefits

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

? A 2.75% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in December 2022. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

? A second 2.5% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in May 2023. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$9,350
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,350</u>

**Status**

Task Force Review

Line Item ID: 259-3-0414

**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
General Admi**Account Number**

56214 - 230000

**Function Code**2300 - Support Services (General  
Administration)**Object Code**

290 - Other Employee Benefits

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

? A 2.75% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in December 2022. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

? A second 2.5% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in May 2023. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$12,070
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$12,070</u>

**Status**

Task Force Review

Line Item ID: 259-3-0415

**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
Central Serv**Account Number**

56214 - 250000

**Function Code**

2500 - Central Services

**Object Code**

290 - Other Employee Benefits

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

? A 2.75% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in December 2022. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

? A second 2.5% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in May 2023. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$47,345
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$47,345</u>

**Status**

Task Force Review

Line Item ID: 259-3-0416

**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
Central Serv**Account Number**

56214 - 250000

**Function Code**

2500 - Central Services

**Object Code**

290 - Other Employee Benefits

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

? A 2.75% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in December 2022. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

? A second 2.5% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in May 2023. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,360
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,360</u>

**Status**

Task Force Review

Line Item ID: 259-3-0417



**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
Operation &**Account Number**

56214 - 260000

**Function Code**2600 - Operation and Maintenance of  
Plant Services (All except  
Transportation)**Object Code**

290 - Other Employee Benefits

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

? A 2.75% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in December 2022. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

? A second 2.5% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in May 2023. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$109,990
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$109,990</u>

**Status**

Task Force Review

Line Item ID: 259-3-0418

**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
Transportati**Account Number**

56214 - 270000

**Function Code**

2700 - Student Transportation Services

**Object Code**

290 - Other Employee Benefits

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

? A 2.75% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in December 2022. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

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<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,230
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,230</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
Food Service**Account Number**

56214 - 310000

**Function Code**

3100 - Food Service Operations

**Object Code**

290 - Other Employee Benefits

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

? A 2.75% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in December 2022. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

? A second 2.5% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in May 2023. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$34,255
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$34,255</u>

**Status**

Task Force Review

Line Item ID: 259-3-0420

**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
Facilities**Account Number**

56214 - 400000

**Function Code**4000 - FACILITIES ACQUISITION AND  
CONSTRUCTION SERVICES**Object Code**

290 - Other Employee Benefits

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

? A 2.75% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in December 2022. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

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<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,100
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,100</u>

**Status**

Task Force Review

Line Item ID: 259-3-0421

**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
Student Supp**Account Number**

56214 - 210000

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

? A 2.75% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in December 2022. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

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<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$22,780
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$22,780</u>

**Status**

Task Force Review

Line Item ID: 259-3-0422

**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
Student Supp**Account Number**

56214 - 210000

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

? A 2.75% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in December 2022. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

? A second 2.5% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in May 2023. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$155,210
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$155,210

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
Instructiona**Account Number**

56214 - 220000

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

290 - Other Employee Benefits

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

? A 2.75% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in December 2022. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

? A second 2.5% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in May 2023. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,395
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,395</u>

**Status**

Task Force Review

Line Item ID: 259-3-0424

**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
Instructiona**Account Number**

56214 - 220000

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

290 - Other Employee Benefits

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

? A 2.75% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in December 2022. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

? A second 2.5% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in May 2023. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$76,840
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$76,840</u>

**Status**

Task Force Review



**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
School Admin**Account Number**

56214 - 240000

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

290 - Other Employee Benefits

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

? A 2.75% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in December 2022. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

? A second 2.5% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in May 2023. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$45,730
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$45,730</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
School Admin**Account Number**

56214 - 240000

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

290 - Other Employee Benefits

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

? A 2.75% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in December 2022. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

? A second 2.5% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in May 2023. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$81,600
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$81,600</u>

**Status**

Task Force Review

Line Item ID: 259-3-0427

**Allocation Type**

Direct Allocation

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

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

**Account Name**Continuity of Services Project AU16 -  
Other Support**Account Number**

56214 - 290000

**Function Code**2900 - Other Support Services (would  
include room and board for Special  
Education students)**Object Code**

290 - Other Employee Benefits

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

Due to increased staff resignations and unfilled positions the board of education necessitated a retention payment to all employees eligible through service dates to retain existing LEA staff to continue operations and services. Negotiated agreement for staff was as follows:

? A 2.75% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in December 2022. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

? A second 2.5% lump-sum payment subject to taxes KPERS and other legally mandated deductions will be paid to each eligible member of the bargaining unit who is actively employed in May 2023. The lump sum payment will exclude any Longevity Pay and any other lump sum payments. Any employee on short-term disability or FMLA leave on the date of payment who otherwise meet the requirements will be eligible to receive this payment. Employees who were on unpaid leave of absence or paid administrative leave for the entire pay calculation period are not eligible and will not receive the lump sum payment.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$340
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$340</u>

**Status**

Task Force Review

Line Item ID: 259-3-0428

**Allocation Type**

Direct Allocation

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

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

**Account Name**Summer School Transportation AU11 -  
Transportation**Account Number**

56408 - 270000

**Function Code**

2700 - Student Transportation Services

**Object Code**513 - Student Transportation Services  
by Outside Agency or Company**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**

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run four weeks in June and focus on intervening in the core subjects of math reading and writing. Transportation is being provided to all students pre K - 8th and limited at high school level to those who need Newcomers and/or have the service on IEP.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$750,000
<b>Budgeted Expenditures in SFY 2024</b>	\$750,000
<b>Total Expenditures</b>	<u>\$1,500,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**Student Support Services-Within Reach  
AU4 - Studen**Account Number**

56198 - 210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

This initiative would be to support students with disabilities to recoup learning losses experienced due to pandemic-related learning models' effects on course completion impacting their overall credit status toward graduation from high school. Assisting students with credit recoupment outside of school hours or on naturally-occurring regular school breaks and/or providing instruction one course at a time during school time until completed to maintain student attention and build self-efficacy by experiencing mastery with staff committed to empowering students and showing their belief in the students will support and assist those students in believing in themselves and learning completing their credits toward graduation. We will work with those seniors (and grades 9-11 if allowed) not-on-track to graduate throughout the regular school term and on school breaks through a pilot program from when their cohorts finished their school year through the present to assist them to recoup their losses to gain the credits necessary to graduate. During the pandemic some of our students needed to assist their families with income as a result of the pandemic and some had to provide day care for siblings so they lost study time. We would like to consider alternate or flexible times for these students to do their school work. We would keep helping these students to complete their education and meet them where they are. As of this date 62 of our original 122 SWD have graduated! We will track credit completion data to compare students not-on-track (per expected credit completion for each grade level) with the previous year's number (i.e. senior SWD not-on-track totaled 122 for the 20-21 school year). If the program includes younger grades and/or is year-round this initiative should mitigate the pandemic-related learning loss allowing these SWD to earn their credits and not be in jeopardy of graduating with their cohort groups. We will also track Graduation Rate of students with disabilities and compare to the Graduation Rate from each previous year over a 3-year period raising the percentage from 74.1% to 85.75% (current State target). KSDE APR Reports showed an improvement from FFY2018 64.2% to 65.1% in FFY2019 with a numerator difference of 10 students graduating. In our pilot Within Reach program from April 2021 to the present our numerator changed by 62 students graduating as of July 13 2021. Not only should graduation be within reach for these students but by continuing this program using ESSER II & III SPED funds this goal also should be within reach. By Sept. 30 2024 increase the graduation rate for students with disabilities to the State target of 85.75% for SWD per APR report.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$120,000
<b>Budgeted Expenditures in SFY 2024</b>	\$120,000
<b>Total Expenditures</b>	\$240,000

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**Student Support Services-Within Reach  
AU4 - Studen**Account Number**

56198 - 210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

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

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

This initiative would be to support students with disabilities to recoup learning losses experienced due to pandemic-related learning models' effects on course completion impacting their overall credit status toward graduation from high school. Assisting students with credit recoupment outside of school hours or on naturally-occurring regular school breaks and/or providing instruction one course at a time during school time until completed to maintain student attention and build self-efficacy by experiencing mastery with staff committed to empowering students and showing their belief in the students will support and assist those students in believing in themselves and learning completing their credits toward graduation. We will work with those seniors (and grades 9-11 if allowed) not-on-track to graduate throughout the regular school term and on school breaks through a pilot program from when their cohorts finished their school year through the present to assist them to recoup their losses to gain the credits necessary to graduate. During the pandemic some of our students needed to assist their families with income as a result of the pandemic and some had to provide day care for siblings so they lost study time. We would like to consider alternate or flexible times for these students to do their school work. We would keep helping these students to complete their education and meet them where they are. As of this date 62 of our original 122 SWD have graduated! We will track credit completion data to compare students not-on-track (per expected credit completion for each grade level) with the previous year's number (i.e. senior SWD not-on-track totaled 122 for the 20-21 school year). If the program includes younger grades and/or is year-round this initiative should mitigate the pandemic-related learning loss allowing these SWD to earn their credits and not be in jeopardy of graduating with their cohort groups. We will also track Graduation Rate of students with disabilities and compare to the Graduation Rate from each previous year over a 3-year period raising the percentage from 74.1% to 85.75% (current State target). KSDE APR Reports showed an improvement from FFY2018 64.2% to 65.1% in FFY2019 with a numerator difference of 10 students graduating. In our pilot Within Reach program from April 2021 to the present our numerator changed by 62 students graduating as of July 13 2021. Not only should graduation be within reach for these students but by continuing this program using ESSER II & III SPED funds this goal also should be within reach. By Sept. 30 2024 increase the graduation rate for students with disabilities to the State target of 85.75% for SWD per APR report.

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

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**Student Support Services-Within Reach  
AU4 - Studen**Account Number**

56198 - 210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

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

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

This initiative would be to support students with disabilities to recoup learning losses experienced due to pandemic-related learning models' effects on course completion impacting their overall credit status toward graduation from high school. Assisting students with credit recoupment outside of school hours or on naturally-occurring regular school breaks and/or providing instruction one course at a time during school time until completed to maintain student attention and build self-efficacy by experiencing mastery with staff committed to empowering students and showing their belief in the students will support and assist those students in believing in themselves and learning completing their credits toward graduation. We will work with those seniors (and grades 9-11 if allowed) not-on-track to graduate throughout the regular school term and on school breaks through a pilot program from when their cohorts finished their school year through the present to assist them to recoup their losses to gain the credits necessary to graduate. During the pandemic some of our students needed to assist their families with income as a result of the pandemic and some had to provide day care for siblings so they lost study time. We would like to consider alternate or flexible times for these students to do their school work. We would keep helping these students to complete their education and meet them where they are. As of this date 62 of our original 122 SWD have graduated! We will track credit completion data to compare students not-on-track (per expected credit completion for each grade level) with the previous year's number (i.e. senior SWD not-on-track totaled 122 for the 20-21 school year). If the program includes younger grades and/or is year-round this initiative should mitigate the pandemic-related learning loss allowing these SWD to earn their credits and not be in jeopardy of graduating with their cohort groups. We will also track Graduation Rate of students with disabilities and compare to the Graduation Rate from each previous year over a 3-year period raising the percentage from 74.1% to 85.75% (current State target). KSDE APR Reports showed an improvement from FFY2018 64.2% to 65.1% in FFY2019 with a numerator difference of 10 students graduating. In our pilot Within Reach program from April 2021 to the present our numerator changed by 62 students graduating as of July 13 2021. Not only should graduation be within reach for these students but by continuing this program using ESSER II & III SPED funds this goal also should be within reach. By Sept. 30 2024 increase the graduation rate for students with disabilities to the State target of 85.75% for SWD per APR report.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	<u>\$30,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**Curriculum Support AU1A -  
Instructional Support**Account Number**

56476 - 220000

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

110 - Regular Certified Salaries

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

As an extension of the district's Title II and Title IV administration an ESSER program was created as an initial needs assessment of the district was completed in Spring of 2021. In reviewing feedback from parents admin staff and students multiple stakeholders expressed the desire to see funds allocated specifically to providing principals and other leaders with the resources necessary to address the needs of their individual schools and departments that support at risk populations. Leaders are spending funds in a variety of ways including but not limited to: credit recovery tutoring compensation for staff going above and beyond contractual obligations in the areas of academics and mental health professional development and any necessary supplies etc. Data will vary depending on initiatives chosen to meet individual needs.

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

**Status**

Task Force Review

Line Item ID: 259-3-0433



**Allocation Type**

Direct Allocation

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

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

**Account Name**

Elementary AU1A - Instruction

**Account Number**

56477 - 100000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

As an extension of the district's other federal programs applicable to elementary schools an ESSER program was created as an initial needs assessment of the district was completed in Spring of 2021. In reviewing feedback from parents admin staff and students multiple stakeholders expressed the desire to see funds allocated specifically to providing principals and other leaders with the resources necessary to address the needs of their individual schools and departments that support at risk populations, students in fostercare, homeless, and other underserved populations. Leaders are spending funds in a variety of ways including but not limited to: Check and Connect at 4 buildings, tutoring programs, compensation for staff going above and beyond contractual obligations in the areas of academics and mental health, professional development and any necessary supplies etc. Data will vary depending on initiatives chosen to meet individual needs of our at risk sub groups.

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

**Status**

Task Force Review

Line Item ID: 259-3-0434

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Equity &amp; Diversity AU4 - Instructional Support

**Account Number**

56478 - 220000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

As an extension of the district's Title II and Title IV administration an ESSER program was created as an initial needs assessment of the district was completed in Spring of 2021. In reviewing feedback from parents admin staff and students multiple stakeholders expressed the desire to see funds allocated specifically to providing principals and other leaders with the resources necessary to address the needs of their individual schools and departments that support at risk populations. Leaders are spending funds in a variety of ways including but not limited to: credit recovery tutoring compensation for staff going above and beyond contractual obligations in the areas of academics and mental health professional development and any necessary supplies etc. Data will vary depending on initiatives chosen to meet individual needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$200,000
<b>Budgeted Expenditures in SFY 2024</b>	\$200,000
<b>Total Expenditures</b>	<u>\$400,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0435

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESOL AU1A - Student Support

**Account Number**

56479 - 210000

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

As an extension of the district's Title III administration an ESSER program was created as an initial needs assessment of the district was completed in Spring of 2021. In reviewing feedback from parents admin staff and students multiple stakeholders expressed the desire to see funds allocated specifically to providing principals and other leaders with the resources necessary to address the needs of their individual schools and departments that support at risk populations. Leaders are spending funds in a variety of ways including but not limited to: credit recovery tutoring compensation for staff going above and beyond contractual obligations in the areas of academics and mental health professional development and any necessary supplies etc. Data will vary depending on initiatives chosen to meet individual needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$400,000
<b>Budgeted Expenditures in SFY 2024</b>	\$400,000
<b>Total Expenditures</b>	<u>\$800,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0436

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Native American AU1A - Instruction

**Account Number**

56480 - 100000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

As an extension of the district's Title VI Indian Education program, an ESSER program was created to address needs specific to this subgroup as an initial needs assessment of the district was completed in Spring of 2021. In reviewing feedback from parents admin staff and students multiple stakeholders expressed the desire to see funds allocated specifically to providing programs and leaders with the resources necessary to address the needs of their individual departments that support at risk populations which includes our Native American students. Leaders are spending funds in a variety of ways including but not limited to: credit recovery tutoring mental health supports and resources additional cultural activities professional development and any necessary supplies etc. Data will vary depending on initiatives chosen to meet individual needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
<b>Budgeted Expenditures in SFY 2024</b>	\$50,000
<b>Total Expenditures</b>	<u>\$100,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0437

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Pre-K AU1A - Instruction

**Account Number**

56481 - 100000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

As an extension of the district's Title II and Title IV administration an ESSER program was created as an initial needs assessment of the district was completed in Spring of 2021. In reviewing feedback from parents admin staff and students multiple stakeholders expressed the desire to see funds allocated specifically to providing principals and other leaders with the resources necessary to address the needs of their individual schools and departments that support at risk populations. Leaders are spending funds in a variety of ways including but not limited to: credit recovery tutoring compensation for staff going above and beyond contractual obligations in the areas of academics and mental health professional development and any necessary supplies etc. Data will vary depending on initiatives chosen to meet individual needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$150,000
<b>Budgeted Expenditures in SFY 2024</b>	\$150,000
<b>Total Expenditures</b>	<u>\$300,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0438

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Secondary AU1A - Instruction

**Account Number**

56482 - 100000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

An initial needs assessment of the district was completed in Spring of 2021. In reviewing feedback from parents admin staff and students multiple stakeholders expressed the desire to see funds allocated specifically to providing principals and other leaders with the resources necessary to address the needs of their individual schools and departments that support at risk populations such as incarcerated youth, youth in foster care and homeless, and students with disabilities. Leaders are spending funds in a variety of ways including but not limited to: credit recovery tutoring compensation for staff going above and beyond contractual obligations in the areas of academics and mental health professional development and any necessary supplies etc. Data will vary depending on initiatives chosen to meet individual needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,045,129
<b>Budgeted Expenditures in SFY 2024</b>	\$1,045,129
<b>Total Expenditures</b>	\$2,090,258

**Status**

Task Force Review

Line Item ID: 259-3-0439

**Allocation Type**

Direct Allocation

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

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

**Account Name**Student Support Services AU1B -  
Instruction**Account Number**

56483 - 100000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**1B - Any activity authorized by the  
Individuals with Disabilities Education  
Act.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district was completed in Spring of 2021. In reviewing feedback from parents admin staff and students multiple stakeholders expressed the desire to see funds allocated specifically to providing principals and other leaders with the resources necessary to address the needs of their individual schools and departments that support at risk populations. Leaders are spending funds in a variety of ways including but not limited to: credit recovery initiatives additional FTE to support special education classrooms to make class sizes smaller tutoring compensation for staff going above and beyond contractual obligations in the areas of special education paperwork academics and mental health; professional development any necessary supplies etc. Data will vary depending on initiatives chosen to meet individual needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$380,000
<b>Budgeted Expenditures in SFY 2024</b>	\$380,000
<b>Total Expenditures</b>	<u>\$760,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0440

**Allocation Type**

Direct Allocation

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

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

**Account Name**Student Support Services AU1B -  
Instructional Supp**Account Number**

56483 - 220000

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

110 - Regular Certified Salaries

**Allowable Use**1B - Any activity authorized by the  
Individuals with Disabilities Education  
Act.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district was completed in Spring of 2021. In reviewing feedback from parents admin staff and students multiple stakeholders expressed the desire to see funds allocated specifically to providing principals and other leaders with the resources necessary to address the needs of their individual schools and departments that support at risk populations. Leaders are spending funds in a variety of ways including but not limited to: credit recovery initiatives additional FTE to support special education classrooms to make class sizes smaller tutoring compensation for staff going above and beyond contractual obligations in the areas of special education paperwork academics and mental health; professional development any necessary supplies etc. Data will vary depending on initiatives chosen to meet individual needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$380,000
<b>Budgeted Expenditures in SFY 2024</b>	\$380,000
<b>Total Expenditures</b>	<u>\$760,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0441



**Allocation Type**

Direct Allocation

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

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

**Account Name**Student Support Services AU1B -  
Student Support**Account Number**

56483 - 210000

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**1B - Any activity authorized by the  
Individuals with Disabilities Education  
Act.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district was completed in Spring of 2021. In reviewing feedback from parents admin staff and students multiple stakeholders expressed the desire to see funds allocated specifically to providing principals and other leaders with the resources necessary to address the needs of their individual schools and departments that support at risk populations. Leaders are spending funds in a variety of ways including but not limited to: credit recovery initiatives additional FTE to support special education classrooms to make class sizes smaller tutoring compensation for staff going above and beyond contractual obligations in the areas of special education paperwork academics and mental health; professional development any necessary supplies etc. Data will vary depending on initiatives chosen to meet individual needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$380,000
<b>Budgeted Expenditures in SFY 2024</b>	\$400,000
<b>Total Expenditures</b>	<u>\$780,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0442

**Allocation Type**

Direct Allocation

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

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

**Account Name**Neglected and Delinquent AU4 -  
Instruction**Account Number**

56522 - 100000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

An initial needs assessment of the district was completed in Spring of 2021. In reviewing feedback from parents admin staff and students multiple stakeholders expressed the desire to see funds allocated specifically to providing principals and other leaders with the resources necessary to address the needs of their individual schools and departments that support at risk populations. Leaders are spending funds in a variety of ways including but not limited to: credit recovery initiatives additional FTE to support specialized classrooms for our neglected and delinquent youth tutoring curriculum resources compensation for staff going above and beyond contractual obligations academics and mental health needs of neglected and delinquent youth; professional development any necessary supplies for the additional classrooms etc. Data will vary depending on initiatives chosen to meet individual needs.

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

**Status**

Task Force Review

Line Item ID: 259-3-0443

**Allocation Type**

Direct Allocation

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

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

**Account Name**

CTE/Perkins AU1D - Instruction

**Account Number**

56475 - 100000

**Function Code**

1000 - Instruction

**Object Code**

700 - PROPERTY

**Allowable Use**

1D - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

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

An initial needs assessment of the district was completed in Spring of 2021. In reviewing feedback from parents admin staff and students multiple stakeholders expressed the desire to see funds allocated specifically to providing principals and other leaders with the resources necessary to address the needs of their individual schools and departments that support at risk populations. Our Career and Technical Education dept is spending funds in a variety of ways including but not limited to: curriculum resources updated software and technology up to data tools appliances training equipment necessary supplies for the classrooms etc. Data will vary depending on initiatives chosen to meet individual needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$800,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$800,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0444

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Principal Pipeline AU3 - Instruction

**Account Number**

56400 - 240000

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

A stable workforce of leaders is essential to improving student achievement and ensuring the success of all schools. In the wake of the pandemic and school closures the recruitment and quality of leadership is more important than ever for meeting the academic and social-emotional needs of students. It is therefore essential that we invest ESSER funding in identifying nurturing and recruiting effective leaders. Attending to the social-emotional well-being of this workforce and providing the professional development (PD) is necessary to grow the districts instructional capacity. Leaders must be equipped to provide the coaching and effective feedback necessary to make a meaningful impact on instructional practice and student achievement. ESSER funding will be used to enhance our current pipeline programs as well as the work in Identifying and recruiting promising candidates who are currently serving as teacher leaders assistant principals school administrators and principals and provide the support they need to grow as school as building and district leaders. We will take data on Promotions and retention of staff and current admin. The funds will be used to add administrative interns purchase books items for professional development (PD) and conference registrations. Also stipends for attending meetings and PD outside of contract day; supplementals for current leaders assisting to provide the work; and substitutes for certified staff attending PD during the school day. If enhanced recruitment and retention efforts are successful the district will work to use other funding sources to continue this work post ESSER. This is for admin. salaries only.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$600,000
<b>Budgeted Expenditures in SFY 2024</b>	\$600,000
<b>Total Expenditures</b>	<u>\$1,200,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Learning Loss- Secondary AU4 - Instruction

**Account Number**

56200 - 100000

**Function Code**

1000 - Instruction

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

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

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

The recent pandemic and receiving instruction in a remote setting has pushed students to drop out of school. Acceleration Academies would re-engage teens and young adults ages 16-21 who have left the school district ? helping them earn the diplomas many thought out of reach. Acceleration Academies provides a research-based nationally accredited program featuring a blended learning model flexible scheduling personalized coaching and wrap-around supports to remove barriers to student success ? including a restorative practices culture that teaches students how to resolve conflicts in a peaceful positive way. The district has potentially 1045 students to recruit back. The program has successful partnerships with districts nationwide. Academies are set up in areas with easy access to transportation and food and provide extended hours with educators who are available on evenings and weekends for students with work and family obligations. This turnkey program is offered at no-cost to the district. When students re-engage through Acceleration Academies Per-Pupil-Finding (PPF) is reactivated and creates the potential for a positive revenue stream back to Wichita Public Schools. Since 2017 Acceleration Academies have re-engaged over 7000 students and returned nearly \$5M in revenue to school district partners. Since the program?s inception 1045 students have received standard diplomas through their districts ? a number that continues to grow. Wichita Public Schools would like to use ESSER Funds and partner with Acceleration Academies to reengage students and help them to graduate. Effectiveness will be measured by number of students reengaged as well as credits completed and graduation data.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,300,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,300,000
<b>Total Expenditures</b>	\$2,600,000

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Learning Loss- Secondary AU4 - Instruction

**Account Number**

56200 - 100000

**Function Code**

1000 - Instruction

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

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

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

The Jobs for America's Graduates- Kansas (JAG-K) High School Expansion Data post pandemic continues to show a need for additional support for our at risk high school students. Due to the pandemic students have fallen behind on credits and the JAG-K program offers students the opportunity to can get students back on track with credit recovery. By allowing students to recover credits missed out from the pandemic this will allow students to get back on track to graduate and also help improve attendance. JAG is an evidence-based program that meets the comprehensive need of our students improves student attendance supports at-risk students and helps focus on project-based learning to ensure student success. Students in the program participate in job shadowing and work-based learning opportunities this will allow students not only recover missed credits but also allow for students to overcome barriers to success such as low academic achievement due to the pandemic. The JAG-K program will be added to each of the following high schools - South Southeast West and number of students impacted will be close to 5200 this program will take place during the 2022-23 SY. All three of these schools have an extensive number of students with over half of student population not on-track to graduate and would benefit from the assistance of JAG-K. Effectiveness will be measured by Graduation rate credit recovery percentage attendance rate Graduation + percentage students on track to graduate and progress monitoring of students in JAG-K in comparison to the student body.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$300,000
<b>Budgeted Expenditures in SFY 2024</b>	\$300,000
<b>Total Expenditures</b>	<u>\$600,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Student Technology - Instruction

**Account Number**

54948 - 100000

**Function Code**

1000 - Instruction

**Object Code**

700 - PROPERTY

**Allowable Use**

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

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

Upon the state wide shut down of schools in 2020 the district procured LTE enabled devices for secondary students preparing for schools to return in a remote environment. This purchase was initiated before federal relief funds were available and the district was forced into a lease purchase for these devices to hedge cashflow concerns. \$10725000 was financed at a 1.24% interest rate. The district would like to fund this lease purchase through ESSER to reimburse the purchase of HP 440 devices for secondary students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,138,319
<b>Budgeted Expenditures in SFY 2023</b>	\$2,767,332
<b>Budgeted Expenditures in SFY 2024</b>	\$2,763,852
<b>Total Expenditures</b>	\$6,669,503

**Status**

Task Force Review

Line Item ID: 259-3-0448

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Health Services AU15

**Account Number**

56417 - 100000

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

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

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

Upon review of the health of the district's special reserve funds a reimbursement of claims paid due to direct COVID-19 related services provided to employees is needed to maintain funding levels for the health insurance plan without raising costs on employees. These are for FY20 and FY21 direct plan costs

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,703,506
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000,000
<b>Total Expenditures</b>	\$3,703,506

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Health Services AU15

**Account Number**

56417 - 210000

**Function Code**

2100 - Support Services (Students)

**Object Code**

210 - Group Insurance

**Allowable Use**

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

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

Upon review of the health of the district's special reserve funds a reimbursement of claims paid due to direct COVID-19 related services provided to employees is needed to maintain funding levels for the health insurance plan without raising costs on employees. These are for FY20 and FY21 direct plan costs

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$265,149
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$265,149</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Health Services AU15

**Account Number**

56417 - 220000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

210 - Group Insurance

**Allowable Use**

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

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

Upon review of the health of the district's special reserve funds a reimbursement of claims paid due to direct COVID-19 related services provided to employees is needed to maintain funding levels for the health insurance plan without raising costs on employees. These are for FY20 and FY21 direct plan costs

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$106,060
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$106,060</u>

**Status**

Task Force Review



Line Item ID: 259-3-0451

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Health Services AU15

**Account Number**

56417 - 230000

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

210 - Group Insurance

**Allowable Use**

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

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

Upon review of the health of the district's special reserve funds a reimbursement of claims paid due to direct COVID-19 related services provided to employees is needed to maintain funding levels for the health insurance plan without raising costs on employees. These are for FY20 and FY21 direct plan costs

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$26,515
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$26,515</u>

**Status**

Task Force Review

Line Item ID: 259-3-0452

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Health Services AU15

**Account Number**

56417 - 240000

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

210 - Group Insurance

**Allowable Use**

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

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

Upon review of the health of the district's special reserve funds a reimbursement of claims paid due to direct COVID-19 related services provided to employees is needed to maintain funding levels for the health insurance plan without raising costs on employees. These are for FY20 and FY21 direct plan costs

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$201,096
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$201,096</u>

**Status**

Task Force Review

Line Item ID: 259-3-0453

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Health Services AU15

**Account Number**

56417 - 250000

**Function Code**

2500 - Central Services

**Object Code**

210 - Group Insurance

**Allowable Use**

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

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

Upon review of the health of the district's special reserve funds a reimbursement of claims paid due to direct COVID-19 related services provided to employees is needed to maintain funding levels for the health insurance plan without raising costs on employees. These are for FY20 and FY21 direct plan costs

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$53,030
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$53,030</u>

**Status**

Task Force Review

Line Item ID: 259-3-0454

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Health Services AU15

**Account Number**

56417 - 260000

**Function Code**

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

**Object Code**

210 - Group Insurance

**Allowable Use**

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

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

Upon review of the health of the district's special reserve funds a reimbursement of claims paid due to direct COVID-19 related services provided to employees is needed to maintain funding levels for the health insurance plan without raising costs on employees. These are for FY20 and FY21 direct plan costs

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$243,103
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$243,103</u>

**Status**

Task Force Review

Line Item ID: 259-3-0455

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Health Services AU15

**Account Number**

56417 - 310000

**Function Code**

3100 - Food Service Operations

**Object Code**

210 - Group Insurance

**Allowable Use**

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

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

Upon review of the health of the district's special reserve funds a reimbursement of claims paid due to direct COVID-19 related services provided to employees is needed to maintain funding levels for the health insurance plan without raising costs on employees. These are for FY20 and FY21 direct plan costs

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$53,030
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$53,030</u>

**Status**

Task Force Review

Line Item ID: 259-3-0456

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Mental Health Initiative AU10- Behavior Health Scho

**Account Number**

56039-210003

**Function Code**

2100 - Support Services (Students)

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

10 - Providing mental health services and supports.

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

Previously approved on ESSER II application. Office supplies for Behavior Health School Liaisons printers toners and testing supplies if needed.

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

**Status**

Task Force Review

Line Item ID: 259-3-0457

**Allocation Type**

Direct Allocation

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

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

**Account Name**Mental Health Initiative AU10- Behavior  
Health Scho**Account Number**

56039-210003

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**10 - Providing mental health services  
and supports.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work.? In reviewing feedback from parents staff and students almost every response included the need for more support to handle the mental health issues that have "blown up" due to COVID.? Students reported deeper feelings of isolation loneliness depression and anxiety.? Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year.? The district has a partnership with KSDE's Mental Health Intervention Team and ComCare. There are currently 23 Behavioral Health School Liaisons (BHSLs) serving several buildings in USD 259. The district would like to ramp up and add up to 8 BHSLs for FY22.? These positions would add support to 8 additional buildings as some would support two each. The purpose of the Behavioral Health School Liaison is to facilitate the implementation of a school-based behavioral health model.? The liaison is a pivotal member of the school behavioral health team that works collaboratively with school and community stakeholders to address the mental and behavioral health needs of students in these buildings. They provide direct access to mental health support to students and families as part of the school day and within the student's attendance building.? Effectiveness will be measured by an increase in the number of students that are receiving mental health supports; improvement in internalizing/ externalizing behaviors; attendance; and academics. New FTE will be held accountable for collecting information using a centralized student contact log. This is the same requirement currently of BHSLs in our buildings for the KSDE Mental Health Intervention Team (MHIT) pilot. If effective the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$553,040
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$553,040</u>

**Status**

Task Force Review

Line Item ID: 259-3-0458

**Allocation Type**

Direct Allocation

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

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

**Account Name**Mental Health Initiative AU10- Behavior  
Health Scho**Account Number**

56039-210003

**Function Code**

2100 - Support Services (Students)

**Object Code**

210 - Group Insurance

**Allowable Use**10 - Providing mental health services  
and supports.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work.? In reviewing feedback from parents staff and students almost every response included the need for more support to handle the mental health issues that have "blown up" due to COVID.? Students reported deeper feelings of isolation loneliness depression and anxiety.? Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year.? The district has a partnership with KSDE's Mental Health Intervention Team and ComCare. There are currently 23 Behavioral Health School Liaisons (BHSLs) serving several buildings in USD 259. The district would like to ramp up and add up to 8 BHSLs for FY22.? These positions would add support to 8 additional buildings as some would support two each. The purpose of the Behavioral Health School Liaison is to facilitate the implementation of a school-based behavioral health model.? The liaison is a pivotal member of the school behavioral health team that works collaboratively with school and community stakeholders to address the mental and behavioral health needs of students in these buildings. They provide direct access to mental health support to students and families as part of the school day and within the student's attendance building.? Effectiveness will be measured by an increase in the number of students that are receiving mental health supports; improvement in internalizing/ externalizing behaviors; attendance; and academics. New FTE will be held accountable for collecting information using a centralized student contact log. This is the same requirement currently of BHSLs in our buildings for the KSDE Mental Health Intervention Team (MHIT) pilot. If effective the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$66,240
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$66,240</u>

**Status**

Task Force Review

Line Item ID: 259-3-0459

**Allocation Type**

Direct Allocation

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

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

**Account Name**Mental Health Initiative AU10- Behavior  
Health Scho**Account Number**

56039-210003

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**10 - Providing mental health services  
and supports.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work.? In reviewing feedback from parents staff and students almost every response included the need for more support to handle the mental health issues that have "blown up" due to COVID.? Students reported deeper feelings of isolation loneliness depression and anxiety.? Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year.? The district has a partnership with KSDE's Mental Health Intervention Team and ComCare. There are currently 23 Behavioral Health School Liaisons (BHSLs) serving several buildings in USD 259. The district would like to ramp up and add up to 8 BHSLs for FY22.? These positions would add support to 8 additional buildings as some would support two each. The purpose of the Behavioral Health School Liaison is to facilitate the implementation of a school-based behavioral health model.? The liaison is a pivotal member of the school behavioral health team that works collaboratively with school and community stakeholders to address the mental and behavioral health needs of students in these buildings. They provide direct access to mental health support to students and families as part of the school day and within the student's attendance building.? Effectiveness will be measured by an increase in the number of students that are receiving mental health supports; improvement in internalizing/ externalizing behaviors; attendance; and academics. New FTE will be held accountable for collecting information using a centralized student contact log. This is the same requirement currently of BHSLs in our buildings for the KSDE Mental Health Intervention Team (MHIT) pilot. If effective the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$34,352
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$34,352</u>

**Status**

Task Force Review

Line Item ID: 259-3-0460

**Allocation Type**

Direct Allocation

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

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

**Account Name**Mental Health Initiative AU10- Behavior  
Health Scho**Account Number**

56039-210003

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**10 - Providing mental health services  
and supports.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work.? In reviewing feedback from parents staff and students almost every response included the need for more support to handle the mental health issues that have "blown up" due to COVID.? Students reported deeper feelings of isolation loneliness depression and anxiety.? Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year.? The district has a partnership with KSDE's Mental Health Intervention Team and ComCare. There are currently 23 Behavioral Health School Liaisons (BHSLs) serving several buildings in USD 259. The district would like to ramp up and add up to 8 BHSLs for FY22.? These positions would add support to 8 additional buildings as some would support two each. The purpose of the Behavioral Health School Liaison is to facilitate the implementation of a school-based behavioral health model.? The liaison is a pivotal member of the school behavioral health team that works collaboratively with school and community stakeholders to address the mental and behavioral health needs of students in these buildings. They provide direct access to mental health support to students and families as part of the school day and within the student's attendance building.? Effectiveness will be measured by an increase in the number of students that are receiving mental health supports; improvement in internalizing/ externalizing behaviors; attendance; and academics. New FTE will be held accountable for collecting information using a centralized student contact log. This is the same requirement currently of BHSLs in our buildings for the KSDE Mental Health Intervention Team (MHIT) pilot. If effective the district will further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$17,232
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$17,232</u>

**Status**

Task Force Review

Line Item ID: 259-3-0001

**Allocation Type**

Direct Allocation

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

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

**Account Name**Mental Health Initiative AU10 - CST  
Expansion**Account Number**

56115 - 210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

210 - Group Insurance

**Allowable Use**

10 - Providing mental health services and supports.

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

Previously approved on ESSER II application. The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work. In reviewing feedback from parents staff and students almost every response included the need for more counselors social workers and psychologists in schools to handle the mental health issues that have "blown up" due to COVID. Students reported deeper feelings of isolation loneliness depression and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year. The district has buildings where a counselor social worker and/or psychologist may only be at a building once a week and/or only seeing students in special education. The district would like to ramp up counselors social workers and school psychologists during the ESSER period starting with up to 15 counselors 5 social workers and 2 school psychologists for FY22. These positions would add between 2.5 and 5 days of service between 17 and 34 buildings depending upon how many we can secure. For positions at high schools new staff would be focused on student sessions and not functions like school schedules. New FTE would be held accountable by creating collecting a student contact log. Effectiveness would be measured by school behavior reports surveys to stakeholders and SAEBRS data. If effective the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$140,760
<b>Budgeted Expenditures in SFY 2023</b>	\$140,760
<b>Budgeted Expenditures in SFY 2024</b>	\$140,760
<b>Total Expenditures</b>	<u>\$422,280</u>

**Status**

Task Force Review

Line Item ID: 259-3-0002



**Allocation Type**

Direct Allocation

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

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

**Account Name**Mental Health Initiative AU10 - CST  
Expansion**Account Number**

56115 - 210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

10 - Providing mental health services and supports.

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

Previously approved on ESSER II application. The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work. In reviewing feedback from parents staff and students almost every response included the need for more counselors social workers and psychologists in schools to handle the mental health issues that have "blown up" due to COVID. Students reported deeper feelings of isolation loneliness depression and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year. The district has buildings where a counselor social worker and/or psychologist may only be at a building once a week and/or only seeing students in special education. The district would like to ramp up counselors social workers and school psychologists during the ESSER period starting with up to 15 counselors 5 social workers and 2 school psychologists for FY22. These positions would add between 2.5 and 5 days of service between 17 and 34 buildings depending upon how many we can secure. For positions at high schools new staff would be focused on student sessions and not functions like school schedules. New FTE would be held accountable by creating collecting a student contact log. Effectiveness would be measured by school behavior reports surveys to stakeholders and SAEBRS data. If effective the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$75,032
<b>Budgeted Expenditures in SFY 2023</b>	\$75,032
<b>Budgeted Expenditures in SFY 2024</b>	\$75,032
<b>Total Expenditures</b>	<u>\$225,096</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**Mental Health Initiative AU10 - CST  
Expansion**Account Number**

56115 - 210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**10 - Providing mental health services  
and supports.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work. In reviewing feedback from parents staff and students almost every response included the need for more counselors social workers and psychologists in schools to handle the mental health issues that have "blown up" due to COVID. Students reported deeper feelings of isolation loneliness depression and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year. The district has buildings where a counselor social worker and/or psychologist may only be at a building once a week and/or only seeing students in special education. The district would like to ramp up counselors social workers and school psychologists during the ESSER period starting with up to 15 counselors 5 social workers and 2 school psychologists for FY22. These positions would add between 2.5 and 5 days of service between 17 and 34 buildings depending upon how many we can secure. For positions at high schools new staff would be focused on student sessions and not functions like school schedules. New FTE would be held accountable by creating collecting a student contact log. Effectiveness would be measured by school behavior reports surveys to stakeholders and SAEBRS data. If effective the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$46,415
<b>Budgeted Expenditures in SFY 2023</b>	\$46,415
<b>Budgeted Expenditures in SFY 2024</b>	\$46,415
<b>Total Expenditures</b>	<u>\$139,245</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**Mental Health Initiative AU10 - CST  
Expansion**Account Number**

56115 - 210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

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

Previously approved on ESSER II application. The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work. In reviewing feedback from parents staff and students almost every response included the need for more counselors social workers and psychologists in schools to handle the mental health issues that have "blown up" due to COVID. Students reported deeper feelings of isolation loneliness depression and anxiety. Parents and staff noted the same issues with their students. Staff also noted students having diminished focus and social skills over the past year. The district has buildings where a counselor social worker and/or psychologist may only be at a building once a week and/or only seeing students in special education. The district would like to ramp up counselors social workers and school psychologists during the ESSER period starting with up to 15 counselors 5 social workers and 2 school psychologists for FY22. These positions would add between 2.5 and 5 days of service between 17 and 34 buildings depending upon how many we can secure. For positions at high schools new staff would be focused on student sessions and not functions like school schedules. New FTE would be held accountable by creating collecting a student contact log. Effectiveness would be measured by school behavior reports surveys to stakeholders and SAEBRS data. If effective the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$980,804
<b>Budgeted Expenditures in SFY 2023</b>	\$980,804
<b>Budgeted Expenditures in SFY 2024</b>	\$980,804
<b>Total Expenditures</b>	<u>\$2,942,412</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**Mental Health Initiative AU10 -  
Employee Assistanc**Account Number**

56116 - 220001

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

290 - Other Employee Benefits

**Allowable Use**10 - Providing mental health services  
and supports.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. The district performed an initial needs assessment asking students and staff how COVID has impacted their mental health and ability to perform school/work. For staff the overwhelming responses included the need to talk to mental health professionals more frequently for low/no cost. The district has a mechanism to address some mental health needs of staff through its Employee Assistance Program but the number of low cost/free visits is insufficient to meet the high mental health needs of staff due to the stress of COVID both personally and professionally. Staff has also suffered seeing the physical mental and financial health impacts of COVID on students and families. We plan to expand our EAP services including increasing the number of staff self-referrals from 6 to 10 visits per year for three years. Additionally we would add Computer Based Cognitive Therapy for those less inclined to want to talk in person about mental health. This service provides a customized and self-paced approach to therapy. The vendor will provide mobile platforms to allow employees to have tools and resources at their fingertips no matter where they are. This is a program that can be scaled back as staff regain their mental health post-COVID. The provider is willing to lock in pricing for up to five years making this a very affordable improvement to our EAP and an efficient use of ESSER dollars. Staff mental health surveys will measure effectiveness of program over time. Program could be tweaked based on feedback after year one.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$85,000
<b>Budgeted Expenditures in SFY 2023</b>	\$85,000
<b>Budgeted Expenditures in SFY 2024</b>	\$85,000
<b>Total Expenditures</b>	<u>\$255,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**SPED Learning Loss AU12 - Small  
Group Instruction**Account Number**

56040 - 100001

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

Previously approved on ESSER II application. The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools.? In reviewing feedback from administrators parents and staff almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this many shared the need for more support within the building to allow for smaller groups and more individualized instruction.? Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students.? Staff also noted students having diminished focus and social skills over the past year.? The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed.? The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22.? Up to 645 positions qualify for this buy up. These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. Paras will continue to support interventions within classrooms small group instruction and CWC work. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports surveys to stakeholders and academic and social emotional screening data. If positive progress is made the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,926,000
<b>Budgeted Expenditures in SFY 2023</b>	\$3,284,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,284,000
<b>Total Expenditures</b>	<u>\$11,494,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0007

**Allocation Type**

Direct Allocation

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

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

**Account Name**SPED Learning Loss AU12 - Small  
Group Instruction**Account Number**

56040 - 100001

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

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

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

Previously approved on ESSER II application. The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools.? In reviewing feedback from administrators parents and staff almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this many shared the need for more support within the building to allow for smaller groups and more individualized instruction.? Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students.? Staff also noted students having diminished focus and social skills over the past year.? The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed.? The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22.? These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. Paras will continue to support interventions within classrooms small group instruction and CWC work. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports surveys to stakeholders and academic and social emotional screening data. If positive progress is made the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,846,000
<b>Budgeted Expenditures in SFY 2023</b>	\$1,231,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,231,000
<b>Total Expenditures</b>	<u>\$4,308,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0008

**Allocation Type**

Direct Allocation

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

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

**Account Name**SPED Learning Loss AU12 - Small  
Group Instruction**Account Number**

56040 - 100001

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

Previously approved on ESSER II application. The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools.? In reviewing feedback from administrators parents and staff almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this many shared the need for more support within the building to allow for smaller groups and more individualized instruction.? Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students.? Staff also noted students having diminished focus and social skills over the past year.? The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed.? The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22.? These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. Paras will continue to support interventions within classrooms small group instruction and CWC work. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports surveys to stakeholders and academic and social emotional screening data. If positive progress is made the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$377,000
<b>Budgeted Expenditures in SFY 2023</b>	\$251,000
<b>Budgeted Expenditures in SFY 2024</b>	\$251,000
<b>Total Expenditures</b>	<u>\$879,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**SPED Learning Loss AU12 - Small  
Group Instruction**Account Number**

56040 - 100001

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

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

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

Previously approved on ESSER II application. The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools.? In reviewing feedback from administrators parents and staff almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this many shared the need for more support within the building to allow for smaller groups and more individualized instruction.? Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students.? Staff also noted students having diminished focus and social skills over the past year.? The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed.? The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22.? These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. Paras will continue to support interventions within classrooms small group instruction and CWC work. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports surveys to stakeholders and academic and social emotional screening data. If positive progress is made the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$643,000
<b>Budgeted Expenditures in SFY 2023</b>	\$429,000
<b>Budgeted Expenditures in SFY 2024</b>	\$429,000
<b>Total Expenditures</b>	<u>\$1,501,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0010



**Allocation Type**

Direct Allocation

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

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

**Account Name**SPED Learning Loss AU12 - Support  
Service Paras**Account Number**

56040 - 210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

Previously approved on ESSER II application. The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools.? In reviewing feedback from administrators parents and staff almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this many shared the need for more support within the building to allow for smaller groups and more individualized instruction.? Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students.? Staff also noted students having diminished focus and social skills over the past year.? The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed.? The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22.? These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. Paras will continue to support interventions within classrooms small group instruction and CWC work. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports surveys to stakeholders and academic and social emotional screening data. If positive progress is made the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$41,000
<b>Budgeted Expenditures in SFY 2023</b>	\$27,000
<b>Budgeted Expenditures in SFY 2024</b>	\$27,000
<b>Total Expenditures</b>	<u>\$95,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0011

**Allocation Type**

Direct Allocation

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

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

**Account Name**SPED Learning Loss AU12 - Support  
Service Paras**Account Number**

56040 - 210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

210 - Group Insurance

**Allowable Use**

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

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

Previously approved on ESSER II application. The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools.? In reviewing feedback from administrators parents and staff almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this many shared the need for more support within the building to allow for smaller groups and more individualized instruction.? Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students.? Staff also noted students having diminished focus and social skills over the past year.? The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed.? The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22.? These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. Paras will continue to support interventions within classrooms small group instruction and CWC work. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports surveys to stakeholders and academic and social emotional screening data. If positive progress is made the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$41,000
<b>Budgeted Expenditures in SFY 2023</b>	\$27,000
<b>Budgeted Expenditures in SFY 2024</b>	\$27,000
<b>Total Expenditures</b>	<u>\$95,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0012

**Allocation Type**

Direct Allocation

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

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

**Account Name**SPED Learning Loss AU12 - Support  
Service Paras**Account Number**

56040 - 210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

Previously approved on ESSER II application. The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools.? In reviewing feedback from administrators parents and staff almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this many shared the need for more support within the building to allow for smaller groups and more individualized instruction.? Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students.? Staff also noted students having diminished focus and social skills over the past year.? The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed.? The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22.? These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. Paras will continue to support interventions within classrooms small group instruction and CWC work. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports surveys to stakeholders and academic and social emotional screening data. If positive progress is made the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	<u>\$7,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0013

**Allocation Type**

Direct Allocation

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

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

**Account Name**SPED Learning Loss AU12 - Support  
Service Paras**Account Number**

56040 - 210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

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

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

Previously approved on ESSER II application. The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools.? In reviewing feedback from administrators parents and staff almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this many shared the need for more support within the building to allow for smaller groups and more individualized instruction.? Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students.? Staff also noted students having diminished focus and social skills over the past year.? The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed.? The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22.? These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. Paras will continue to support interventions within classrooms small group instruction and CWC work. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports surveys to stakeholders and academic and social emotional screening data. If positive progress is made the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.?

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

**Status**

Task Force Review

Line Item ID: 259-3-0014

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Learning Services Learning Loss AU12 - LETRS/Readi

**Account Number**

56041 - 220004

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

Previously approved on ESSER II application. Given interrupted learning and loss due to COVID we are proposing the acceleration of the training of teachers in LETRS so we may address learning loss gaps and deficits in reading more quickly accelerate learning and prevent further learning regression. All K-5 classroom teachers will participate in a year of professional development called LETRS (Language Essentials for Teachers of Reading and Spelling). This training has in-depth knowledge based on the most current research regarding what when and how language skills need to be taught. Teachers will participate in the online modules during weekly Professional Learning time as well as four all-day trainings to be conducted during District Inservice Days. In addition these funds will allow us to train 1500 teachers using a trainer of trainers model. Under normal circumstances we would train teacher at the rate of 100 teacher per year but recognize the urgent need to address reading deficits. Wichita Public Schools has a large majority of students who are low-income.? This along with other risk factors makes the professional knowledge of how to teach language and literacy to our students a critical need.? With COVID our students who are already at-risk experienced many interruptions in their educational experience. Data shows that our students are now at critical levels regarding literacy and reading which was compounded due to COVID. Educators have the professional knowledge and tools to meet the diverse needs of their students to make the best educational and instructional decisions to use data to inform decisions and problem solve student needs. Effectiveness will be measured by reading screener data and identified reading and writing standards at each grade level.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$200,000
<b>Budgeted Expenditures in SFY 2023</b>	\$200,000
<b>Budgeted Expenditures in SFY 2024</b>	\$200,000
<b>Total Expenditures</b>	<u>\$600,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0015

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Learning Services Learning Loss AU12 - LETRS/Readi

**Account Number**

56041 - 220004

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

Previously approved on ESSER II application. Given interrupted learning and loss due to COVID we are proposing the acceleration of the training of teachers in LETRS so we may address learning loss gaps and deficits in reading more quickly accelerate learning and prevent further learning regression. All K-5 classroom teachers will participate in a year of professional development called LETRS (Language Essentials for Teachers of Reading and Spelling). This training has in-depth knowledge based on the most current research regarding what when and how language skills need to be taught. Teachers will participate in the online modules during weekly Professional Learning time as well as four all-day trainings to be conducted during District Inservice Days. In addition these funds will allow us to train 1500 teachers using a trainer of trainers model. Under normal circumstances we would train teacher at the rate of 100 teacher per year but recognize the urgent need to address reading deficits. Wichita Public Schools has a large majority of students who are low-income.? This along with other risk factors makes the professional knowledge of how to teach language and literacy to our students a critical need.? With COVID our students who are already at-risk experienced many interruptions in their educational experience. Data shows that our students are now at critical levels regarding literacy and reading which was compounded due to COVID. Educators have the professional knowledge and tools to meet the diverse needs of their students to make the best educational and instructional decisions to use data to inform decisions and problem solve student needs. Effectiveness will be measured by reading screener data and identified reading and writing standards at each grade level.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$15,300
<b>Budgeted Expenditures in SFY 2023</b>	\$15,300
<b>Budgeted Expenditures in SFY 2024</b>	\$15,300
<b>Total Expenditures</b>	\$45,900

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Learning Services Learning Loss AU12 - LETRS/Readi

**Account Number**

56041 - 220004

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

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

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

Previously approved on ESSER II application. Given interrupted learning and loss due to COVID we are proposing the acceleration of the training of teachers in LETRS so we may address learning loss gaps and deficits in reading more quickly accelerate learning and prevent further learning regression. All K-5 classroom teachers will participate in a year of professional development called LETRS (Language Essentials for Teachers of Reading and Spelling). This training has in-depth knowledge based on the most current research regarding what when and how language skills need to be taught. Teachers will participate in the online modules during weekly Professional Learning time as well as four all-day trainings to be conducted during District Inservice Days. In addition these funds will allow us to train 1500 teachers using a trainer of trainers model. Under normal circumstances we would train teacher at the rate of 100 teacher per year but recognize the urgent need to address reading deficits. Wichita Public Schools has a large majority of students who are low-income.? This along with other risk factors makes the professional knowledge of how to teach language and literacy to our students a critical need.? With COVID our students who are already at-risk experienced many interruptions in their educational experience. Data shows that our students are now at critical levels regarding literacy and reading which was compounded due to COVID. Educators have the professional knowledge and tools to meet the diverse needs of their students to make the best educational and instructional decisions to use data to inform decisions and problem solve student needs. Effectiveness will be measured by reading screener data and identified reading and writing standards at each grade level.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,200
<b>Budgeted Expenditures in SFY 2023</b>	\$4,200
<b>Budgeted Expenditures in SFY 2024</b>	\$4,200
<b>Total Expenditures</b>	<u>\$12,600</u>

**Status**

Task Force Review

Line Item ID: 259-3-0017

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Learning Services Learning Loss AU12 - LETRS/Readi

**Account Number**

56041 - 220004

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

640 - Books and Periodicals

**Allowable Use**

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

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

Previously approved on ESSER II application. Given interrupted learning and loss due to COVID we are proposing the acceleration of the training of teachers in LETRS so we may address learning loss gaps and deficits in reading more quickly accelerate learning and prevent further learning regression. All K-5 classroom teachers will participate in a year of professional development called LETRS (Language Essentials for Teachers of Reading and Spelling). This training has in-depth knowledge based on the most current research regarding what when and how language skills need to be taught. Teachers will participate in the online modules during weekly Professional Learning time as well as four all-day trainings to be conducted during District Inservice Days. In addition these funds will allow us to train 1500 teachers using a trainer of trainers model. Under normal circumstances we would train teacher at the rate of 100 teacher per year but recognize the urgent need to address reading deficits. Wichita Public Schools has a large majority of students who are low-income.? This along with other risk factors makes the professional knowledge of how to teach language and literacy to our students a critical need.? With COVID our students who are already at-risk experienced many interruptions in their educational experience. Data shows that our students are now at critical levels regarding literacy and reading which was compounded due to COVID. Educators have the professional knowledge and tools to meet the diverse needs of their students to make the best educational and instructional decisions to use data to inform decisions and problem solve student needs. Effectiveness will be measured by reading screener data and identified reading and writing standards at each grade level.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$800,000
<b>Budgeted Expenditures in SFY 2023</b>	\$800,000
<b>Budgeted Expenditures in SFY 2024</b>	\$800,000
<b>Total Expenditures</b>	<u>\$2,400,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0018



**Allocation Type**

Direct Allocation

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

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

**Account Name**Behavior Initiatives AU10 - Student  
Success Advocat**Account Number**

56043 - 100001

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**10 - Providing mental health services  
and supports.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. The district performed an initial needs assessment asking stakeholders how COVID has impacted student behavior mental health and the impact of these declines on the ability to perform academic work (which directly impacts graduation).? In reviewing feedback from parents admin staff and students almost every response included the need for more support in schools to handle these declines that have "blown up" due to COVID.? Students reported deeper feelings of isolation loneliness depression and anxiety.? Parents and staff noted the same issues with their students.? Staff also noted students having diminished focus and social skills and academics over the past year.? Students have been lost and are no longer attending. Some buildings only have support staff who could support these needs? part time. The district would like to ramp up support by starting with 6 Student Success during the ESSER period for FY22.? These positions would add support to 6 buildings depending upon how many we can secure.? For positions at high schools new staff would be focused on student success in the areas of academics behavior graduation and credit recovery and not functions like school schedules and solely behavior.? New FTE would be held accountable by creating collecting a daily contact log.? Effectiveness would be measured by school behavior data social-emotional screening (SAEBRS) data students recovered from not attending WPS in 20-21 and credits on track to graduation. If effective the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$49,680
<b>Budgeted Expenditures in SFY 2023</b>	\$49,680
<b>Budgeted Expenditures in SFY 2024</b>	\$49,680
<b>Total Expenditures</b>	<u>\$149,040</u>

**Status**

Task Force Review

Line Item ID: 259-3-0019

**Allocation Type**

Direct Allocation

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

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

**Account Name**Behavior Initiatives AU10 - Student  
Success Advocat**Account Number**

56043 - 100001

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**10 - Providing mental health services  
and supports.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. The district performed an initial needs assessment asking stakeholders how COVID has impacted student behavior mental health and the impact of these declines on the ability to perform academic work (which directly impacts graduation).? In reviewing feedback from parents admin staff and students almost every response included the need for more support in schools to handle these declines that have "blown up" due to COVID.? Students reported deeper feelings of isolation loneliness depression and anxiety.? Parents and staff noted the same issues with their students.? Staff also noted students having diminished focus and social skills and academics over the past year.? Students have been lost and are no longer attending. Some buildings only have support staff who could support these needs? part time. The district would like to ramp up support by starting with 6 Student Success during the ESSER period for FY22.? These positions would add support to 6 buildings depending upon how many we can secure.? For positions at high schools new staff would be focused on student success in the areas of academics behavior graduation and credit recovery and not functions like school schedules and solely behavior.? New FTE would be held accountable by creating collecting a daily contact log.? Effectiveness would be measured by school behavior data social-emotional screening (SAEBRS) data students recovered from not attending WPS in 20-21 and credits on track to graduation. If effective the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$25,898
<b>Budgeted Expenditures in SFY 2023</b>	\$25,898
<b>Budgeted Expenditures in SFY 2024</b>	\$25,898
<b>Total Expenditures</b>	<u>\$77,694</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**Behavior Initiatives AU10 - Student  
Success Advocat**Account Number**

56043 - 100001

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**10 - Providing mental health services  
and supports.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. The district performed an initial needs assessment asking stakeholders how COVID has impacted student behavior mental health and the impact of these declines on the ability to perform academic work (which directly impacts graduation).? In reviewing feedback from parents admin staff and students almost every response included the need for more support in schools to handle these declines that have "blown up" due to COVID.? Students reported deeper feelings of isolation loneliness depression and anxiety.? Parents and staff noted the same issues with their students.? Staff also noted students having diminished focus and social skills and academics over the past year.? Students have been lost and are no longer attending. Some buildings only have support staff who could support these needs? part time. The district would like to ramp up support by starting with 6 Student Success during the ESSER period for FY22.? These positions would add support to 6 buildings depending upon how many we can secure.? For positions at high schools new staff would be focused on student success in the areas of academics behavior graduation and credit recovery and not functions like school schedules and solely behavior.? New FTE would be held accountable by creating collecting a daily contact log.? Effectiveness would be measured by school behavior data social-emotional screening (SAEBRS) data students recovered from not attending WPS in 20-21 and credits on track to graduation. If effective the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$16,035
<b>Budgeted Expenditures in SFY 2023</b>	\$16,035
<b>Budgeted Expenditures in SFY 2024</b>	\$16,035
<b>Total Expenditures</b>	<u>\$48,105</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**Behavior Initiatives AU10 - Student  
Success Advocat**Account Number**

56043 - 100001

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**10 - Providing mental health services  
and supports.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. The district performed an initial needs assessment asking stakeholders how COVID has impacted student behavior mental health and the impact of these declines on the ability to perform academic work (which directly impacts graduation).? In reviewing feedback from parents admin staff and students almost every response included the need for more support in schools to handle these declines that have "blown up" due to COVID.? Students reported deeper feelings of isolation loneliness depression and anxiety.? Parents and staff noted the same issues with their students.? Staff also noted students having diminished focus and social skills and academics over the past year.? Students have been lost and are no longer attending. Some buildings only have support staff who could support these needs? part time. The district would like to ramp up support by starting with 6 Student Success during the ESSER period for FY22.? These positions would add support to 6 buildings depending upon how many we can secure.? For positions at high schools new staff would be focused on student success in the areas of academics behavior graduation and credit recovery and not functions like school schedules and solely behavior.? New FTE would be held accountable by creating collecting a daily contact log.? Effectiveness would be measured by school behavior data social-emotional screening (SAEBRS) data students recovered from not attending WPS in 20-21 and credits on track to graduation. If effective the district would further ramp up hiring in year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support long-term.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$338,534
<b>Budgeted Expenditures in SFY 2023</b>	\$338,534
<b>Budgeted Expenditures in SFY 2024</b>	\$338,534
<b>Total Expenditures</b>	<u>\$1,015,602</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESOL AU12 - ESOL Instruction Paras

**Account Number**

56051 - 100001

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

Previously approved on ESSER II app: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools and English Language Learners.? In reviewing feedback from administrators parents and staff almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this many shared the need for more support within the building to allow for smaller groups and more individualized instruction.? Lack of opportunity for conversational English and Language Development.? Students with Limited or interrupted formal education struggled as culturally responsive teaching was difficult due to the virtual platform. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students.? Staff also noted students having diminished focus and social skills over the past year.? The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed.? The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22.? These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports surveys to stakeholders and academic and social emotional screening data. If positive progress is made the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$206,973
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$206,973</u>

**Status**

Task Force Review

Line Item ID: 259-3-0023

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESOL AU12 - ESOL Instruction Paras

**Account Number**

56051 - 100001

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

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

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

Previously approved on ESSER II app: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools and English Language Learners.? In reviewing feedback from administrators parents and staff almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this many shared the need for more support within the building to allow for smaller groups and more individualized instruction.? Lack of opportunity for conversational English and Language Development.? Students with Limited or interrupted formal education struggled as culturally responsive teaching was difficult due to the virtual platform. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students.? Staff also noted students having diminished focus and social skills over the past year.? The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed.? The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22.? These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports surveys to stakeholders and academic and social emotional screening data. If positive progress is made the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$100,436
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$100,436</u>

**Status**

Task Force Review

Line Item ID: 259-3-0024

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESOL AU12 - ESOL Instruction Paras

**Account Number**

56051 - 100001

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

Previously approved on ESSER II app: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools and English Language Learners.? In reviewing feedback from administrators parents and staff almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this many shared the need for more support within the building to allow for smaller groups and more individualized instruction.? Lack of opportunity for conversational English and Language Development.? Students with Limited or interrupted formal education struggled as culturally responsive teaching was difficult due to the virtual platform. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students.? Staff also noted students having diminished focus and social skills over the past year.? The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed.? The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22.? These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports surveys to stakeholders and academic and social emotional screening data. If positive progress is made the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$15,833
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$15,833</u>

**Status**

Task Force Review

Line Item ID: 259-3-0025

**Allocation Type**

Direct Allocation

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

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

**Account Name**

ESOL AU12 - ESOL Instruction Paras

**Account Number**

56051 - 100001

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

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

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

Previously approved on ESSER II app: The district performed an initial needs assessment asking stakeholders how COVID has impacted our schools and English Language Learners.? In reviewing feedback from administrators parents and staff almost every response included the need to address learning loss and close instructional gaps due to COVID. In order to do this many shared the need for more support within the building to allow for smaller groups and more individualized instruction.? Lack of opportunity for conversational English and Language Development.? Students with Limited or interrupted formal education struggled as culturally responsive teaching was difficult due to the virtual platform. Administrators and staff noted how learning from home was a barrier to students. Not being able to be face to face for a portion of the year did not allow for intensive instruction. Social distancing prevented the small group instruction to address specific needs of students.? Staff also noted students having diminished focus and social skills over the past year.? The district saw a shortage in applicants for para positions leaving many unfilled vacancies and buildings without the personnel to support what needed to be addressed.? The district would like to increase the allocation of all existing para-FTE from their current to 1.0 during the ESSER period for FY22.? These positions would add several hours of support for students per week as well as making existing vacancies more appealing (all applicants will be offered benefits) and therefore attract applicants for the open positions. The additional hours will be focused on supporting the behavioral and mental health needs of students. Effectiveness will be measured by school behavior reports surveys to stakeholders and academic and social emotional screening data. If positive progress is made the district would maintain increase in hours year 2 through a future ESSER application and then start to scale back through attrition going into year 3 if alternate funds are not available to support full-time paras in the long-term.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,635
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,635</u>

**Status**

Task Force Review

Line Item ID: 259-3-0026



**Allocation Type**

Direct Allocation

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

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

**Account Name**Learning Services Learning Loss AU12 -  
New Teacher**Account Number**

56041 - 220003

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

220 - Social Security Contributions

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

Previously approved on ESSER II application. COVID has limited our ability to properly onboard all our 2020-2021 teaching staff with our removal of required trainings for this past year for our new staff. Additionally we are seeing a significant increase in resignations and teachers being non-renewed this year because they were unable to pass their teaching credential tests (10 teacher last year 43 this current school year). The addition of 4 NTI Specialists will help mitigate the loss of teacher growth during both their preservice student teaching and the start to their teaching career. Being able to extensively support our teachers will help with needed recruitment and retention of teachers as we combat resignations due to the pandemic as well. The 4 New Teacher Induction Specialists to work in collaboration with our Peer Consultants to add additional support to our probationary teachers that were negatively impacted during their preservice and beginning years of teaching due to the COVID-19 pandemic. Our current allocation includes 4 Elementary Peer Consultants who serve up to 65 new teachers and 4 Secondary Peer Consultants who serve up to 60 new teachers. Addition of New Teacher Induction Specialists would increase our ability to serve a vast majority of our core content first year teachers plus supporting (as caseloads allow) our second-year teachers in need of additional support (performance concerns taught MSR their first year etc.). Effectiveness will be measured by new teacher survey and retention data.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$20,262
<b>Budgeted Expenditures in SFY 2023</b>	\$20,262
<b>Budgeted Expenditures in SFY 2024</b>	\$20,262
<b>Total Expenditures</b>	<u>\$60,786</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**Learning Services Learning Loss AU12 -  
New Teacher**Account Number**

56041 - 220003

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

290 - Other Employee Benefits

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

Previously approved on ESSER II application. COVID has limited our ability to properly onboard all our 2020-2021 teaching staff with our removal of required trainings for this past year for our new staff. Additionally we are seeing a significant increase in resignations and teachers being non-renewed this year because they were unable to pass their teaching credential tests (10 teacher last year 43 this current school year). The addition of 4 NTI Specialists will help mitigate the loss of teacher growth during both their preservice student teaching and the start to their teaching career. Being able to extensively support our teachers will help with needed recruitment and retention of teachers as we combat resignations due to the pandemic as well. The 4 New Teacher Induction Specialists to work in collaboration with our Peer Consultants to add additional support to our probationary teachers that were negatively impacted during their preservice and beginning years of teaching due to the COVID-19 pandemic. Our current allocation includes 4 Elementary Peer Consultants who serve up to 65 new teachers and 4 Secondary Peer Consultants who serve up to 60 new teachers. Addition of New Teacher Induction Specialists would increase our ability to serve a vast majority of our core content first year teachers plus supporting (as caseloads allow) our second-year teachers in need of additional support (performance concerns taught MSR their first year etc.). Effectiveness will be measured by new teacher survey and retention data.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$12,472
<b>Budgeted Expenditures in SFY 2023</b>	\$12,472
<b>Budgeted Expenditures in SFY 2024</b>	\$12,472
<b>Total Expenditures</b>	<u>\$37,416</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**Learning Services Learning Loss AU12 -  
New Teacher**Account Number**

56041 - 220003

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

110 - Regular Certified Salaries

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

Previously approved on ESSER II application. COVID has limited our ability to properly onboard all our 2020-2021 teaching staff with our removal of required trainings for this past year for our new staff. Additionally we are seeing a significant increase in resignations and teachers being non-renewed this year because they were unable to pass their teaching credential tests (10 teacher last year 43 this current school year). The addition of 4 NTI Specialists will help mitigate the loss of teacher growth during both their preservice student teaching and the start to their teaching career. Being able to extensively support our teachers will help with needed recruitment and retention of teachers as we combat resignations due to the pandemic as well. The 4 New Teacher Induction Specialists to work in collaboration with our Peer Consultants to add additional support to our probationary teachers that were negatively impacted during their preservice and beginning years of teaching due to the COVID-19 pandemic. Our current allocation includes 4 Elementary Peer Consultants who serve up to 65 new teachers and 4 Secondary Peer Consultants who serve up to 60 new teachers. Addition of New Teacher Induction Specialists would increase our ability to serve a vast majority of our core content first year teachers plus supporting (as caseloads allow) our second-year teachers in need of additional support (performance concerns taught MSR their first year etc.). Effectiveness will be measured by new teacher survey and retention data.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$264,868
<b>Budgeted Expenditures in SFY 2023</b>	\$264,868
<b>Budgeted Expenditures in SFY 2024</b>	\$264,868
<b>Total Expenditures</b>	<u>\$794,604</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

PPE AU7- Bus Sanitation Supplies

**Account Number**

56044- 260001

**Function Code**

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

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

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

Previously approved on ESSER II application. ESSER funds are being requested to continue the use of Zoono Z-71 surface sanitizer on school buses into the 2021-22 school year. First Student charges USD 259 a daily fee for the product and application of the product. Zoono Z71's technology has also been adopted by USD 259's custodial department. It coats surfaces for 30 days and uses pin-like technology to "pop" and kill viruses. Zoono-Z71 is 99.99% effective in killing the Coronavirus. If USD 259 discontinues the application of Zoono-771 surfaces in the bus will not be regularly sanitized. The applicant of Zoono-Z71 will help stop the spread of the Coronavirus for school bus passengers.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$90,000
<b>Budgeted Expenditures in SFY 2023</b>	\$90,000
<b>Budgeted Expenditures in SFY 2024</b>	\$90,000
<b>Total Expenditures</b>	<u>\$270,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0030

**Allocation Type**

Direct Allocation

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

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

**Account Name**Learning Loss Tutoring AU11b-  
Revolution Prep**Account Number**

56112- 100001

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**11B - Planning and implementing  
supplemental after-school programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to a variety of tutoring options are being offered at all levels (prek to 12th grade) to address interrupted academic instruction. One tutoring support we would like to put into place is an on-demand option called Revolution Prep. Revolution Prep is online on-demand tutoring to help student improve skills and mastery. This online tutoring platform will be available to all secondary students (6th ? 12th grade ? approximately 26000 students). It covers over 60 academic subjects. This online platform can also be used when students are in quarantine. Students can access Revolution Prep for the needed instruction to stay on track with the scope and sequence of standards being taught. The district will be able to look at usage data to determine use and correlate use to specific students? grades benchmark screeners and high school students on-track to graduate. If data yields positive results and usage the district will continue to offer this online tutoring service in years 2 and 3 of ESSER funding and consider a plan to maintain post ESSER funds if needed.?

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

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Sanitation Needs AU7- Sanitation Needs

**Account Number**

56045- 260001

**Function Code**

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

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

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

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

Previously approved on ESSER II application. ESSER funds are being requested to purchase Hand Sanitizer for our buildings to prevent the spread of COVID. They will be purchased and distributed in bulk and then requested as need arises at our 94 facilities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$460,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$460,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0032

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Behavior Initiatives AU10- Restorative Practices

**Account Number**

56043 - 210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

10 - Providing mental health services and supports.

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

Previously approved on ESSER II application. The district performed an initial needs assessment asking stakeholders how COVID-19 has impacted student mental health behavior and the ability to perform academically.? In reviewing feedback from parents staff and students almost every response included the need for ways to support relationships mental health and academics due to isolation from peers and adults.? More than were anticipated students reported deeper feelings of isolation loneliness depression and anxiety.? Parents and staff noted the same issues with their students and staff self-reported similar feelings about themselves.? Staff also noted students having diminished focus and social skills over the past year.? The district currently has schools where a counselor social worker and/or psychologist may only be at a building once a week and/or only seeing SPED students leaving very few staff to intervene and assist with these needs. The district would like to improve student climate through Restorative Practices. The district will begin by training staff at 14 elementary schools 15 middle schools and 3 K-8 schools. This training will teach school administrators educators and support staff how to explicitly build positive school climate and culture using Restorative Practices the science of relationships and community by adding more staff to support and intervene. This will take place over a two year period. Restorative Practices will supply Mental and Behavior support initiatives to train our adults to better support and teach our students within USD 259 to increase positive relationship building increase the number of ways our students can self-regulate and regulate their interactions with faculty and peers. Restorative Practices empowers a diversity of voices and reduces discipline disparities based on race and gender. This is a trauma informed training that will help our faculty staff and administration to be more prepared and proactive in preventing behaviors and to be more informed on ways to collaborate with students when frustration rises. We will use student discipline data from 2018-19 2019-20 and 2020-21 to compare it to the data in the coming school year. We will also leverage the use of Restorative Practices dispositions to track how often schools are using Restorative Practices vs days of suspensions. This will be tracked quarterly. SAEBRS (SEL) data will also be monitored for improvements from fall to spring. The addition of Restorative Practices will affect approximately 6065 elementary and 10500 middle school students. If we are getting positive results we will roll out to high schools and additional elementary schools over the next three years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,250,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,250,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**Mental Health Initiatives Secondary AU3  
- 8 to Great**Account Number**

56110-220001

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**3 - Providing principals and other  
school leaders with resources to  
address individual school needs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. Due to Covid-19 there has been a huge rise in mental health issues especially among our youth.? Feelings of isolation discouragement and hopelessness have caused a dramatic increase in depression anxiety and thoughts of suicide. Our district survey results support this and staff students and parents have requested mental health supports. Prior to Covid-19 as part of the curriculum schools taught social emotional learning to help youth acquire and apply the knowledge skills and attitudes necessary to understand and manage their feelings practice empathy develop and maintain positive relationships make healthy and responsible decisions and set and achieve dreams and goals.? Learning and applying SEL is the foundation for a successful life.? When schools closed the practice of teaching and applying SEL came close to a halt.? 8 to Great covers and teaches the 5 main components of social emotional learning: Self Awareness Self-Management Social Awareness Relationship Skills and Responsible Decision Making. 8 to Great is a video series and with this purchase we would have lifetime access. Middle school students will experience the videos during Advocacy classes.? Each video will cover the Power Pyramid which is the foundation and each of the 8 Highways (Get the Picture Risk Full Responsibility Feel All Your Feelings Honest Communication Forgiveness of the Past Gratitude for the Present and Hope for the Future).? Middle school students will have the opportunity to participate in activities during the videos and to practice and apply the skills they learned after watching the videos and throughout the rest of their life.? The videos will offer flexibility in that they can be shown in the first quarter during a semester or throughout the year.? Middle school students and staff will learn the language of 8 to Great which will provide consistency throughout the buildings.? Improved self and social awareness self-management positive relationships and responsible decision making. The district will track data on this mental health initiative through discipline referral counts behavior and middle school employability standards and school attendance. The purchase includes certification training of up to 24 staff. No materials are needed for this training.

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

**Status**

Task Force Review



**Allocation Type**

Direct Allocation

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

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

**Account Name**Mental Health Initiatives Secondary AU3  
- 8 to Great**Account Number**

56110-220001

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

110 - Regular Certified Salaries

**Allowable Use**3 - Providing principals and other  
school leaders with resources to  
address individual school needs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. Due to Covid-19 there has been a huge rise in mental health issues especially among our youth.? Feelings of isolation discouragement and hopelessness have caused a dramatic increase in depression anxiety and thoughts of suicide. Our district survey results support this and staff students and parents have requested mental health supports. Prior to Covid-19 as part of the curriculum schools taught social emotional learning to help youth acquire and apply the knowledge skills and attitudes necessary to understand and manage their feelings practice empathy develop and maintain positive relationships make healthy and responsible decisions and set and achieve dreams and goals.? Learning and applying SEL is the foundation for a successful life.? When schools closed the practice of teaching and applying SEL came close to a halt.? 8 to Great covers and teaches the 5 main components of social emotional learning:? Self Awareness Self-Management Social Awareness Relationship Skills and Responsible Decision Making. 8 to Great is a video series and with this purchase we would have lifetime access. Middle school students will experience the videos during Advocacy classes.? Each video will cover the Power Pyramid which is the foundation and each of the 8 Highways (Get the Picture Risk Full Responsibility Feel All Your Feelings Honest Communication Forgiveness of the Past Gratitude for the Present and Hope for the Future).? Middle school students will have the opportunity to participate in activities during the videos and to practice and apply the skills they learned after watching the videos and throughout the rest of their life.? The videos will offer flexibility in that they can be shown in the first quarter during a semester or throughout the year.? Middle school students and staff will learn the language of 8 to Great which will provide consistency throughout the buildings.? Improved self and social awareness self-management positive relationships and responsible decision making. The district will track data on this mental health initiative through discipline referral counts behavior and middle school employability standards and school attendance. The purchase includes certification training of up to 24 staff. No materials are needed for this training.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$9,288
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,288</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**Mental Health Initiatives Secondary AU3  
- 8 to Great**Account Number**

56110-220001

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

220 - Social Security Contributions

**Allowable Use**3 - Providing principals and other  
school leaders with resources to  
address individual school needs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. Due to Covid-19 there has been a huge rise in mental health issues especially among our youth. Feelings of isolation discouragement and hopelessness have caused a dramatic increase in depression anxiety and thoughts of suicide. Our district survey results support this and staff students and parents have requested mental health supports. Prior to Covid-19 as part of the curriculum schools taught social emotional learning to help youth acquire and apply the knowledge skills and attitudes necessary to understand and manage their feelings practice empathy develop and maintain positive relationships make healthy and responsible decisions and set and achieve dreams and goals. Learning and applying SEL is the foundation for a successful life. When schools closed the practice of teaching and applying SEL came close to a halt. 8 to Great covers and teaches the 5 main components of social emotional learning: Self Awareness Self-Management Social Awareness Relationship Skills and Responsible Decision Making. 8 to Great is a video series and with this purchase we would have lifetime access. Middle school students will experience the videos during Advocacy classes. Each video will cover the Power Pyramid which is the foundation and each of the 8 Highways (Get the Picture Risk Full Responsibility Feel All Your Feelings Honest Communication Forgiveness of the Past Gratitude for the Present and Hope for the Future). Middle school students will have the opportunity to participate in activities during the videos and to practice and apply the skills they learned after watching the videos and throughout the rest of their life. The videos will offer flexibility in that they can be shown in the first quarter during a semester or throughout the year. Middle school students and staff will learn the language of 8 to Great which will provide consistency throughout the buildings. Improved self and social awareness self-management positive relationships and responsible decision making. The district will track data on this mental health initiative through discipline referral counts behavior and middle school employability standards and school attendance. The purchase includes certification training of up to 24 staff. No materials are needed for this training.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$711
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$711</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**Mental Health Initiatives Secondary AU3  
- 8 to Great**Account Number**

56110-220001

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

290 - Other Employee Benefits

**Allowable Use**3 - Providing principals and other  
school leaders with resources to  
address individual school needs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. Due to Covid-19 there has been a huge rise in mental health issues especially among our youth. Feelings of isolation discouragement and hopelessness have caused a dramatic increase in depression anxiety and thoughts of suicide. Our district survey results support this and staff students and parents have requested mental health supports. Prior to Covid-19 as part of the curriculum schools taught social emotional learning to help youth acquire and apply the knowledge skills and attitudes necessary to understand and manage their feelings practice empathy develop and maintain positive relationships make healthy and responsible decisions and set and achieve dreams and goals. Learning and applying SEL is the foundation for a successful life. When schools closed the practice of teaching and applying SEL came close to a halt. 8 to Great covers and teaches the 5 main components of social emotional learning: Self Awareness Self-Management Social Awareness Relationship Skills and Responsible Decision Making. 8 to Great is a video series and with this purchase we would have lifetime access. Middle school students will experience the videos during Advocacy classes. Each video will cover the Power Pyramid which is the foundation and each of the 8 Highways (Get the Picture Risk Full Responsibility Feel All Your Feelings Honest Communication Forgiveness of the Past Gratitude for the Present and Hope for the Future). Middle school students will have the opportunity to participate in activities during the videos and to practice and apply the skills they learned after watching the videos and throughout the rest of their life. The videos will offer flexibility in that they can be shown in the first quarter during a semester or throughout the year. Middle school students and staff will learn the language of 8 to Great which will provide consistency throughout the buildings. Improved self and social awareness self-management positive relationships and responsible decision making. The district will track data on this mental health initiative through discipline referral counts behavior and middle school employability standards and school attendance. The purchase includes certification training of up to 24 staff. No materials are needed for this training.

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

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**Mental Health Initiatives Secondary AU3  
- 8 to Great**Account Number**

56110-220001

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

640 - Books and Periodicals

**Allowable Use**3 - Providing principals and other  
school leaders with resources to  
address individual school needs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. Due to Covid-19 there has been a huge rise in mental health issues especially among our youth.? Feelings of isolation discouragement and hopelessness have caused a dramatic increase in depression anxiety and thoughts of suicide. Our district survey results support this and staff students and parents have requested mental health supports. Prior to Covid-19 as part of the curriculum schools taught social emotional learning to help youth acquire and apply the knowledge skills and attitudes necessary to understand and manage their feelings practice empathy develop and maintain positive relationships make healthy and responsible decisions and set and achieve dreams and goals.? Learning and applying SEL is the foundation for a successful life.? When schools closed the practice of teaching and applying SEL came close to a halt.? 8 to Great covers and teaches the 5 main components of social emotional learning: Self Awareness Self-Management Social Awareness Relationship Skills and Responsible Decision Making. 8 to Great is a video series and with this purchase we would have lifetime access. Middle school students will experience the videos during Advocacy classes.? Each video will cover the Power Pyramid which is the foundation and each of the 8 Highways (Get the Picture Risk Full Responsibility Feel All Your Feelings Honest Communication Forgiveness of the Past Gratitude for the Present and Hope for the Future).? Middle school students will have the opportunity to participate in activities during the videos and to practice and apply the skills they learned after watching the videos and throughout the rest of their life.? The videos will offer flexibility in that they can be shown in the first quarter during a semester or throughout the year.? Middle school students and staff will learn the language of 8 to Great which will provide consistency throughout the buildings.? Improved self and social awareness self-management positive relationships and responsible decision making. The district will track data on this mental health initiative through discipline referral counts behavior and middle school employability standards and school attendance. The purchase includes certification training of up to 24 staff. No materials are needed for this training.

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

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**Learning Services Learning Loss  
Elementary AU12a-**Account Number**

56108- 100001

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

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

Previously approved on ESSER II application. An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for instruction intervention and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to a variety of intervention options will be needed. ESSER funds will be used to continue the use of the following reading and math intervention curricular licenses (software) for students: Lexia CORE5 Lexia PowerUp Reading Plus Read180 DreamBox and iReady Math. These programs are designed to assess where students are in their learning and provide instruction specific to the students needing intervention to make academic progress. These can be used at any time during the school year to address interrupted academic instruction. This will also provide an opportunity for continued work in the summer during summer school and for those students who choose to use at home. Academic progress for students receiving intervention will be monitored at least monthly by school administrators and teachers using FastBridge progress monitoring. Increased gains in student achievement for all students is expected. Effectiveness will also be monitored via district level FastBridge Screening Data and compared for triangulation with predictive interim and tracked standards for grades 3 thru 8. If data yields positive results and usage the district will continue to have ESSER pay for these licenses in years 2 and 3 of funding and consider a plan to maintain post ESSER funds if needed.

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

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**Learning Services Learning Loss  
Secondary AU12a- S**Account Number**

56109- 100001

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

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

Previously approved on ESSER II application. An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for instruction intervention and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to a variety of intervention options will be needed. ESSER funds will be used to continue the use of the following reading and math intervention curricular licenses (software) for students: Lexia CORE5 Lexia PowerUp Reading Plus Read180 DreamBox and iReady Math. These programs are designed to assess where students are in their learning and provide instruction specific to the students needing intervention to make academic progress. These can be used at any time during the school year to address interrupted academic instruction. This will also provide an opportunity for continued work in the summer during summer school and for those students who choose to use at home. Academic progress for students receiving intervention will be monitored at least monthly by school administrators and teachers using FastBridge progress monitoring. Increased gains in student achievement for all students is expected. Effectiveness will also be monitored via district level FastBridge Screening Data and compared for triangulation with predictive interim and tracked standards for grades 3 thru 8. If data yields positive results and usage the district will continue to have ESSER pay for these licenses in years 2 and 3 of funding and consider a plan to maintain post ESSER funds if needed.

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

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

COVID Printing AU13- COVID Signage

**Account Number**

56038- 250000

**Function Code**

2500 - Central Services

**Object Code**590 - Inter-educational, Interagency  
Purchased Services**Allowable Use**

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

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

Previously approved on ESSER II application. The health and safety of our students staff and entering community members is a priority. ESSER funds will be used for printing costs associated with COVID precautions for all district sites. Items and documents including but not limited to: vaccine documents SCHD guidelines CDC guidelines KSDE guidelines and social distancing signs. These documents and items are provided to all Wichita Public School sites and help communicate current guidelines in place as well as educating staff students and community members of current protocols in place.

<b>Budgeted Expenditures in SFY 2021</b>	\$1,513
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,513</u>

**Status**

Task Force Review

Line Item ID: 259-3-0041

**Allocation Type**

Direct Allocation

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

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

**Account Name**Mental Health Initiative AU10- CST  
Expansion**Account Number**

56115 - 210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

10 - Providing mental health services and supports.

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

Previously approved on ESSER II application. CST office supplies printers toners and testing supplies if needed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,000
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$7,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Graduation Initiative AU4- Senior Liaisons

**Account Number**

56202- 210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

Previously approved on ESSER II application. The recent pandemic and receiving instruction in a remote setting exacerbated the issue of missing Seniors and Seniors falling behind on credits. To attack this problem last year the district hired a few retired staff in the role of Senior Liaisons. This position was created to help locate missing seniors who are still on roster and not showing up to class as well as work to keep Seniors that are falling behind on track through credit recovery. For the 2021-22 school year the district is expanding to a total of 17 Senior Liaisons. To do this work the district is utilizing retired administrators teachers counselors etc. to target at-risk seniors. They will serve as a mentor that will connect with students and their families to keep them engaged in school and to help them graduate. It is expected that the liaisons will help increase the number of students graduating by ensuring they attend make-up work and recover credits as evidenced by students on track to graduate and the graduation rate itself.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$530,145
<b>Budgeted Expenditures in SFY 2023</b>	\$530,145
<b>Budgeted Expenditures in SFY 2024</b>	\$530,145
<b>Total Expenditures</b>	<u>\$1,590,435</u>

**Status**

Task Force Review



**Allocation Type**

Direct Allocation

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

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

**Account Name**

Graduation Initiative AU4- Senior Liaisons

**Account Number**

56202- 210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

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

Previously approved on ESSER II application. The recent pandemic and receiving instruction in a remote setting exacerbated the issue of missing Seniors and Seniors falling behind on credits. To attack this problem last year the district hired a few retired staff in the role of Senior Liaisons. This position was created to help locate missing seniors who are still on roster and not showing up to class as well as work to keep Seniors that are falling behind on track through credit recovery. For the 2021-22 school year the district is expanding to a total of 17 Senior Liaisons. To do this work the district is utilizing retired administrators teachers counselors etc. to target at-risk seniors. They will serve as a mentor that will connect with students and their families to keep them engaged in school and to help them graduate. It is expected that the liaisons will help increase the number of students graduating by ensuring they attend make-up work and recover credits as evidenced by students on track to graduate and the graduation rate itself.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,000
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$7,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Graduation Initiative AU4- Senior Liaisons

**Account Number**

56202- 210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

Previously approved on ESSER II application. The recent pandemic and receiving instruction in a remote setting exacerbated the issue of missing Seniors and Seniors falling behind on credits. To attack this problem last year the district hired a few retired staff in the role of Senior Liaisons. This position was created to help locate missing seniors who are still on roster and not showing up to class as well as work to keep Seniors that are falling behind on track through credit recovery. For the 2021-22 school year the district is expanding to a total of 17 Senior Liaisons. To do this work the district is utilizing retired administrators teachers counselors etc. to target at-risk seniors. They will serve as a mentor that will connect with students and their families to keep them engaged in school and to help them graduate. It is expected that the liaisons will help increase the number of students graduating by ensuring they attend make-up work and recover credits as evidenced by students on track to graduate and the graduation rate itself.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$45,557
<b>Budgeted Expenditures in SFY 2023</b>	\$45,557
<b>Budgeted Expenditures in SFY 2024</b>	\$45,557
<b>Total Expenditures</b>	<u>\$136,671</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Graduation Initiative AU4- Senior Liaisons

**Account Number**

56202- 210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

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

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

Previously approved on ESSER II application. The recent pandemic and receiving instruction in a remote setting exacerbated the issue of missing Seniors and Seniors falling behind on credits. To attack this problem last year the district hired a few retired staff in the role of Senior Liaisons. This position was created to help locate missing seniors who are still on roster and not showing up to class as well as work to keep Seniors that are falling behind on track through credit recovery. For the 2021-22 school year the district is expanding to a total of 17 Senior Liaisons. To do this work the district is utilizing retired administrators teachers counselors etc. to target at-risk seniors. They will serve as a mentor that will connect with students and their families to keep them engaged in school and to help them graduate. It is expected that the liaisons will help increase the number of students graduating by ensuring they attend make-up work and recover credits as evidenced by students on track to graduate and the graduation rate itself.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,507
<b>Budgeted Expenditures in SFY 2023</b>	\$4,507
<b>Budgeted Expenditures in SFY 2024</b>	\$4,507
<b>Total Expenditures</b>	<u>\$13,521</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Learning Loss Tutoring AU11b- Varsity Tutors

**Account Number**

56112- 100002

**Function Code**

1000 - Instruction

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

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

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

Previously approved on ESSER II app: An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss and instructional gaps due to COVID.? To aid in the learning loss that COVID has contributed to a variety of tutoring options are being offered at all levels (PreK to 12th grade) to address interrupted academic instruction. Elementary tutoring support to be put into place is Varsity Tutors. Varsity Tutors provide virtual 1:1 or small group tutoring at a time set up by district staff to help improve specified skills and mastery. This online tutoring platform will be available to all elementary students deemed at risk in math on Fastbridge Screeners. Specifically, students who are english language learners, students with disabilities, homeless and youth in foster care, will have priority on open positions. Varsity Tutors cover over 3000 academic subjects at all grade levels. This online platform will also be used for students when in quarantine. Families can access Varsity Tutors for the needed instruction to stay on track with the scope and sequence of standards being taught. The district will be able to look at usage data to determine use and correlate use to specific students? standards grades. If data yields positive results and usage the district will continue to offer this online tutoring service in years 2 and 3 of ESSER funding and consider a plan to maintain post ESSER funds if needed.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,862,960
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,862,960</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Learning Loss Tutoring AU11b- Varsity Tutors

**Account Number**

56112- 100002

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

Previously approved on ESSER II app: An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to a variety of tutoring options are being offered at all levels (PreK to 12th grade) to address interrupted academic instruction. Elementary tutoring support to be put into place is Varsity Tutors. Varsity Tutors provide virtual 1:1 or small group tutoring at a time set up by district staff to help improve specified skills and mastery. This online tutoring platform will be available to all elementary students (PreK ? 5th grade ? approximately 23300 students). Varsity Tutors cover over 3000 academic subjects at all grade levels. This online platform will also be used for students when in quarantine. Families can access Varsity Tutors for the needed instruction to stay on track with the scope and sequence of standards being taught. The district will be able to look at usage data to determine use and correlate use to specific students? standards grades. If data yields positive results and usage the district will continue to offer this online tutoring service in years 2 and 3 of ESSER funding and consider a plan to maintain post ESSER funds if needed.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$8,626
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$8,626</u>

**Status**

Task Force Review

Line Item ID: 259-3-0048

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Learning Loss Tutoring AU11b- Varsity Tutors

**Account Number**

56112- 100002

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

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

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

Previously approved on ESSER II app: An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss and instructional gaps due to COVID. To aid in the learning loss that COVID has contributed to a variety of tutoring options are being offered at all levels (PreK to 12th grade) to address interrupted academic instruction. Elementary tutoring support to be put into place is Varsity Tutors. Varsity Tutors provide virtual 1:1 or small group tutoring at a time set up by district staff to help improve specified skills and mastery. This online tutoring platform will be available to all elementary students (PreK ? 5th grade ? approximately 23300 students). Varsity Tutors cover over 3000 academic subjects at all grade levels. This online platform will also be used for students when in quarantine. Families can access Varsity Tutors for the needed instruction to stay on track with the scope and sequence of standards being taught. The district will be able to look at usage data to determine use and correlate use to specific students? standards grades. If data yields positive results and usage the district will continue to offer this online tutoring service in years 2 and 3 of ESSER funding and consider a plan to maintain post ESSER funds if needed.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$959
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$959</u>

**Status**

Task Force Review

Line Item ID: 259-3-0049

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Learning Loss Tutoring AU11b- Varsity Tutors

**Account Number**

56112- 100002

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Previously approved on ESSER II app: An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss and instructional gaps due to COVID.? To aid in the learning loss that COVID has contributed to a variety of tutoring options are being offered at all levels (PreK to 12th grade) to address interrupted academic instruction. Elementary tutoring support to be put into place is Varsity Tutors. Varsity Tutors provide virtual 1:1 or small group tutoring at a time set up by district staff to help improve specified skills and mastery. This online tutoring platform will be available to all elementary students deemed at risk in math on Fastbridge Screeners. Specifically, students who are english language learners, students with disabilities, homeless and youth in foster care, will have priority on open positions. Varsity Tutors cover over 3000 academic subjects at all grade levels. This online platform will also be used for students when in quarantine. Families can access Varsity Tutors for the needed instruction to stay on track with the scope and sequence of standards being taught. The district will be able to look at usage data to determine use and correlate use to specific students? standards grades. If data yields positive results and usage the district will continue to offer this online tutoring service in years 2 and 3 of ESSER funding and consider a plan to maintain post ESSER funds if needed.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$112,752
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$112,752</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**


Line Item ID: 259-3-0050

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Learning Loss Tutoring AU11b- Varsity Tutors

**Account Number**

56112- 100002

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

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

Previously approved on ESSER II app: An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss and instructional gaps due to COVID.? To aid in the learning loss that COVID has contributed to a variety of tutoring options are being offered at all levels (PreK to 12th grade) to address interrupted academic instruction. Elementary tutoring support to be put into place is Varsity Tutors. Varsity Tutors provide virtual 1:1 or small group tutoring at a time set up by district staff to help improve specified skills and mastery. This online tutoring platform will be available to all elementary students deemed at risk in math on Fastbridge Screeners. Specifically, students who are english language learners, students with disabilities, homeless and youth in foster care, will have priority on open positions. Varsity Tutors cover over 3000 academic subjects at all grade levels. This online platform will also be used for students when in quarantine. Families can access Varsity Tutors for the needed instruction to stay on track with the scope and sequence of standards being taught. The district will be able to look at usage data to determine use and correlate use to specific students? standards grades. If data yields positive results and usage the district will continue to offer this online tutoring service in years 2 and 3 of ESSER funding and consider a plan to maintain post ESSER funds if needed.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$35,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$35,000</u>

**Status**

Task Force Review



**Allocation Type**

Direct Allocation

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

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

**Account Name**Learning Services Learning Loss AU12-  
Math Academy**Account Number**

56041- 220005

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. Algebra 1 teachers will participate in Professional Development designed to help teachers identify learning loss particular to 8th grade math and Algebra experienced by students during the pandemic. Math is best learned when the student experiences quality instruction every day. As a result of our Math Teacher Academies we anticipate students to be more deeply engaged in learning math concepts through high quality instructional strategies shared by the teachers. In turn we expect to see student meeting learning targets and performance indicators. Data will be utilized from 8th grade Math and Algebra I proficiency scale tracked standards and universal math screening to show professional learning was a success. About one hundred-twenty teachers will be trained and these strategies could reach approximately 3700 students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$21,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$21,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0052

**Allocation Type**

Direct Allocation

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

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

**Account Name**Learning Services Learning Loss AU12-  
Math Academy**Account Number**

56041- 220005

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

110 - Regular Certified Salaries

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

Previously approved on ESSER II application. Algebra 1 teachers will participate in Professional Development designed to help teachers identify learning loss particular to 8th grade math and Algebra experienced by students during the pandemic. Math is best learned when the student experiences quality instruction every day. As a result of our Math Teacher Academies we anticipate students to be more deeply engaged in learning math concepts through high quality instructional strategies shared by the teachers. In turn we expect to see student meeting learning targets and performance indicators. Data will be utilized from 8th grade Math and Algebra I proficiency scale tracked standards and universal math screening to show professional learning was a success. About one hundred-twenty teachers will be trained and these strategies could reach approximately 3700 students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$34,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$34,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0053

**Allocation Type**

Direct Allocation

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

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

**Account Name**Learning Services Learning Loss AU12-  
Math Academy**Account Number**

56041- 220005

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

220 - Social Security Contributions

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

Previously approved on ESSER II application. Algebra 1 teachers will participate in Professional Development designed to help teachers identify learning loss particular to 8th grade math and Algebra experienced by students during the pandemic. Math is best learned when the student experiences quality instruction every day. As a result of our Math Teacher Academies we anticipate students to be more deeply engaged in learning math concepts through high quality instructional strategies shared by the teachers. In turn we expect to see student meeting learning targets and performance indicators. Data will be utilized from 8th grade Math and Algebra I proficiency scale tracked standards and universal math screening to show professional learning was a success. About one hundred-twenty teachers will be trained and these strategies could reach approximately 3700 students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,601
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,601</u>

**Status**

Task Force Review

Line Item ID: 259-3-0054

**Allocation Type**

Direct Allocation

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

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

**Account Name**Learning Services Learning Loss AU12-  
Math Academy**Account Number**

56041- 220005

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

290 - Other Employee Benefits

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

Previously approved on ESSER II application. Algebra 1 teachers will participate in Professional Development designed to help teachers identify learning loss particular to 8th grade math and Algebra experienced by students during the pandemic. Math is best learned when the student experiences quality instruction every day. As a result of our Math Teacher Academies we anticipate students to be more deeply engaged in learning math concepts through high quality instructional strategies shared by the teachers. In turn we expect to see student meeting learning targets and performance indicators. Data will be utilized from 8th grade Math and Algebra I proficiency scale tracked standards and universal math screening to show professional learning was a success. About one hundred-twenty teachers will be trained and these strategies could reach approximately 3700 students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$289
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$289</u>

**Status**

Task Force Review

Line Item ID: 259-3-0055

**Allocation Type**

Direct Allocation

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

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

**Account Name**Learning Services Learning Loss AU12-  
Math Academy**Account Number**

56041- 220005

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

610 - General Supplies and Materials

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

Previously approved on ESSER II application. Algebra 1 teachers will participate in Professional Development designed to help teachers identify learning loss particular to 8th grade math and Algebra experienced by students during the pandemic. Math is best learned when the student experiences quality instruction every day. As a result of our Math Teacher Academies we anticipate students to be more deeply engaged in learning math concepts through high quality instructional strategies shared by the teachers. In turn we expect to see student meeting learning targets and performance indicators. Data will be utilized from 8th grade Math and Algebra I proficiency scale tracked standards and universal math screening to show professional learning was a success. About one hundred-twenty teachers will be trained and these strategies could reach approximately 3700 students. Supplies for Math Academy.

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

**Status**

Task Force Review

Line Item ID: 259-3-0056

**Allocation Type**

Direct Allocation

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

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

**Account Name**Transportation Services AU4- City Bus  
Transportati**Account Number**

56197-270001

**Function Code**

2700 - Student Transportation Services

**Object Code**513 - Student Transportation Services  
by Outside Agency or Company**Allowable Use**

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

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

Previously approved on ESSER II application. The pandemic has caused many hardships to our families both emotionally and financially. Families are starting to resume some normalcy and return to work. Not all families are able to take students to school and several buildings experience chronic absenteeism due to lack of transportation. One initiative that we would like to continue to fund is providing city bus passes to qualifying individuals to help with this transportation dilemma. These passes will allow students to be transported to school where they will have the opportunity to close the learning loss gap caused by COVID-19. Target audiences for Wichita Transit Bus Passes include secondary students from Low-income families English Learners and Racial and Ethnic minorities. Student passes will be allocated to High School students living in northwest Wichita and don't qualify for transportation. Many students in this area live more than 2 miles from the schools they are attending. Furthermore a brochure explaining the opportunity was created in both English and Spanish and will be sent to the high school students the passes could benefit. Elementary newcomers (English Learners) who live at specific locations would be allocated 20 yearly student bus passes. Typically schools reach out to community partners and organizations to find the funds to buy the students passes. The transportation department will work alongside schools to continue to identify students who need city bus passes. Students can use Wichita Transit outside of typical school hours. So if students wish to stay for tutoring programs or other school sponsored events outside of the school day they could ride the city bus home. Effectiveness will be measured by use from identified students and their school attendance.

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

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Learning Services Fine Arts AU3- Fine Arts PD

**Account Number**

56238-220001

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

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

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

Previously approved on ESSER II application. Activities to address the unique needs of low-income students students with disabilities English Language Learners racial/ethnic minorities students experiencing homelessness and foster care youth - 45 staff members will attend The Kansas Literacy Festival hosted by Wichita's Storytime Village is sponsoring a Literacy Through the Arts Conference at Wichita State University on Sept. 2 and 3. Geared toward PD for educators and other community stakeholders this conference is a wonderful exploration of the ?intersection that occurs when literacy learning uses the transformative power of the arts.? We are requesting access Professional Development to train art and music teachers in strategies and activities that strengthen and support literacy in K-5 art and music rooms and support the mitigation of the effects that the pandemic has had on learning especially those in the younger grades were affected by shifts to online learning throughout the Spring of the 2019-20 and entire 2020-2021 year. To meet the Third Grade Reading Proficiency Goals they are going to need additional support in literacy skills. When arts specialists incorporate reading plus verbal and visual literacy into their programs students are engaged which helps them increase reading proficiency. This conference will provide educators with arts integration techniques strategies to build engagement to narrow the learning gap caused by the COVID pandemic and the ensuing modifications to the learning process. Using arts to deepen cross curricular learning is proven to increase achievement for all students but shows improvement for low-income students. WPS Fine Arts educators will acquire knowledge and tools to build teaching capacity for the transformative power of the arts in all building classrooms. The goal is for teachers to learn and develop strategies to raise student achievement and success support classroom educators promote equity of access nurture leadership and enliven the teaching and learning environment. This is a one-time initiative.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,600
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$4,600</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Native American Programs AU4- Native Storytelling

**Account Number**

56303 - 100001

**Function Code**

1000 - Instruction

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

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

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

Previously approved on ESSER II application. Under the authorized use of activities to address the unique needs of our at-risk subgroups/racial/ethnic minorities our Native American Program would like to partner with a community organization called Arts Partners to do Native Storytelling: Bringing the Stories to the Stage. This project will help Native American students within the district (who choose to participate) gain a better understanding and appreciation for the importance and significance Native American storytelling has on their culture. This is a team building opportunity in order to come together for a common goal and in response to prolonged isolation due to the pandemic. Arts Partners and our district's Native American program will be working directly with students district staff & non district vendors to have the opportunity to be reintroduced to working groups team building dynamics and social interaction. This is also an opportunity for students to learn how to re-enter group projects safely and effectively while also gaining a renewed understanding and appreciation for Native American storytelling. The project manager will track attendance of students participating and we will look at the SEL and behavior data of those students via SAEBRS to see if there is improved social interaction and behavior. This project is one time in nature but if data supports improved social emotional needs of this subgroup additional initiatives may be considered.

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

**Status**

Task Force Review

Line Item ID: 259-3-0059



**Allocation Type**

Direct Allocation

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

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

**Account Name**

Safety Services AU10- Alert Notification Referral

**Account Number**

56128-260001

**Function Code**

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

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

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

Previously approved on ESSER II application. When the pandemic was underway Wichita Public Schools immediately used ESSER I funds to support 1:1 technology for students and staff. Students have access and communication capabilities that they may not have had in the past. National and community data indicate a rise in depression and anxiety related to Covid-19. In the last year there have been a significant number of alerts received indicating some of our students are struggling with these mental health challenges. Our system currently tracks any time certain words or phrases are used online in our system. As a safety measure Safety Services Supervisors will be responsible for the ongoing monitoring of the alerts received from software filters designed to recognize key words to identify possible concerns in student and staff internet searches emails and activity inside of Microsoft Office. During normal business hours the Safety Services Supervisors will review each alert and identify those that may pose a substantive threat to student staff or school safety and provide notification to building administration as needed. Administrators will follow-up on these notifications with the students parents and/or staff and other community resources including law enforcement as necessary to ensure the safety and well-being of our staff and students. During non-business hours including weekends and holidays the Safety Services Supervisors will monitor the alerts to address concerns regarding student and/or staff safety by providing notification of concerns directly to parents and/or law enforcement and documentation of the incident to the identified school administration for follow up as needed during normal business hours. This project will pay 3 safety supervisors additional pay for this school year to relieve building administrators of the ongoing task of receiving alerts on evenings weekends and holidays and ensure possible concerns involving student or staff safety or mental health concerns are addressed in a timely and consistent manner as well as allow admin to focus on other initiatives. For data the total number of alerts received total number of notifications sent total number of referrals to law enforcement school resources and to community agencies will be tracked. In addition students and staff that generate repeat alerts will also be noted. A database will be maintained through the Safety Services Department. It will be review at the end of the school year to see if it should be continued into next school year. As Artificial Intelligence improves the system will be able to filter out more of the alerts that do not pose threat to students/staff safety.

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

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Safety Services AU10- Alert Notification Referral

**Account Number**

56128-260002

**Function Code**

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

**Object Code**

220 - Social Security Contributions

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. When the pandemic was underway Wichita Public Schools immediately used ESSER I funds to support 1:1 technology for students and staff. Students have access and communication capabilities that they may not have had in the past. National and community data indicate a rise in depression and anxiety related to Covid-19. In the last year there have been a significant number of alerts received indicating some of our students are struggling with these mental health challenges. Our system currently tracks any time certain words or phrases are used online in our system. As a safety measure Safety Services Supervisors will be responsible for the ongoing monitoring of the alerts received from software filters designed to recognize key words to identify possible concerns in student and staff internet searches emails and activity inside of Microsoft Office. During normal business hours the Safety Services Supervisors will review each alert and identify those that may pose a substantive threat to student staff or school safety and provide notification to building administration as needed. Administrators will follow-up on these notifications with the students parents and/or staff and other community resources including law enforcement as necessary to ensure the safety and well-being of our staff and students. During non-business hours including weekends and holidays the Safety Services Supervisors will monitor the alerts to address concerns regarding student and/or staff safety by providing notification of concerns directly to parents and/or law enforcement and documentation of the incident to the identified school administration for follow up as needed during normal business hours. This project will pay 3 safety supervisors additional pay for this school year to relieve building administrators of the ongoing task of receiving alerts on evenings weekends and holidays and ensure possible concerns involving student or staff safety or mental health concerns are addressed in a timely and consistent manner as well as allow admin to focus on other initiatives. For data the total number of alerts received total number of notifications sent total number of referrals to law enforcement school resources and to community agencies will be tracked. In addition students and staff that generate repeat alerts will also be noted. A database will be maintained through the Safety Services Department. It will be review at the end of the school year to see if it should be continued into next school year. As Artificial Intelligence improves the system will be able to filter out more of the alerts that do not pose threat to students/staff safety.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,067
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,067</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Safety Services AU10- Alert Notification Referral

**Account Number**

56128-260003

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. When the pandemic was underway Wichita Public Schools immediately used ESSER I funds to support 1:1 technology for students and staff. Students have access and communication capabilities that they may not have had in the past. National and community data indicate a rise in depression and anxiety related to Covid-19. In the last year there have been a significant number of alerts received indicating some of our students are struggling with these mental health challenges. Our system currently tracks any time certain words or phrases are used online in our system. As a safety measure Safety Services Supervisors will be responsible for the ongoing monitoring of the alerts received from software filters designed to recognize key words to identify possible concerns in student and staff internet searches emails and activity inside of Microsoft Office. During normal business hours the Safety Services Supervisors will review each alert and identify those that may pose a substantive threat to student staff or school safety and provide notification to building administration as needed. Administrators will follow-up on these notifications with the students parents and/or staff and other community resources including law enforcement as necessary to ensure the safety and well-being of our staff and students. During non-business hours including weekends and holidays the Safety Services Supervisors will monitor the alerts to address concerns regarding student and/or staff safety by providing notification of concerns directly to parents and/or law enforcement and documentation of the incident to the identified school administration for follow up as needed during normal business hours. This project will pay 3 safety supervisors additional pay for this school year to relieve building administrators of the ongoing task of receiving alerts on evenings weekends and holidays and ensure possible concerns involving student or staff safety or mental health concerns are addressed in a timely and consistent manner as well as allow admin to focus on other initiatives. For data the total number of alerts received total number of notifications sent total number of referrals to law enforcement school resources and to community agencies will be tracked. In addition students and staff that generate repeat alerts will also be noted. A database will be maintained through the Safety Services Department. It will be review at the end of the school year to see if it should be continued into next school year. As Artificial Intelligence improves the system will be able to filter out more of the alerts that do not pose threat to students/staff safety.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$231
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$231</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

AVID AU12- Elementary Expansion

**Account Number**

56243-220001

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional Professional Learning for staff to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to AVID training will be provided to all remaining non-AVID buildings (41 buildings) and staff including alternative and special days schools that have not been trained. This training addresses learning loss by accelerating learning for all students which starts with ensuring that school leaders have instilled instruction systems leadership and culture that support raising expectations and high achievement for all. In addition to academic needs AVID models SEL and relational capacity building for educators so they can model this in the classroom. Relational capacity has an incredible impact on student learning experiences. These trainings provide in-person professional learning support educators across all content areas and are grounded in evidence-based instructional methodologies. AVID's practices diminish learning loss by elevating instruction with more rigor and culturally responsive teaching ultimately helping students develop the skills needed to excel in rigorous courses. Including professional learning for educators focused on AVID Core Instructional Strategies that can be used across a campus in all classrooms schoolwide. Through these instructional materials and programs educators can put into practice proven resources that integrate easily into their classroom activities. Academic and behavior data of all buildings will be monitored. All staff and students will be affected by this initiative.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$133,200
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$133,200

**Status**

Task Force Review

Line Item ID: 259-3-0063

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

AVID AU12- Elementary Expansion

**Account Number**

56243-220001

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional Professional Learning for staff to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to AVID training will be provided to all remaining non-AVID buildings (41 buildings) and staff including alternative and special days schools that have not been trained. This training addresses learning loss by accelerating learning for all students which starts with ensuring that school leaders have instilled instruction systems leadership and culture that support raising expectations and high achievement for all. In addition to academic needs AVID models SEL and relational capacity building for educators so they can model this in the classroom. Relational capacity has an incredible impact on student learning experiences. These trainings provide in-person professional learning support educators across all content areas and are grounded in evidence-based instructional methodologies. AVID's practices diminish learning loss by elevating instruction with more rigor and culturally responsive teaching ultimately helping students develop the skills needed to excel in rigorous courses. Including professional learning for educators focused on AVID Core Instructional Strategies that can be used across a campus in all classrooms schoolwide. Through these instructional materials and programs educators can put into practice proven resources that integrate easily into their classroom activities. Academic and behavior data of all buildings will be monitored. All staff and students will be affected by this initiative.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$10,190
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$10,190</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

AVID AU12- Elementary Expansion

**Account Number**

56243-220001

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional Professional Learning for staff to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to AVID training will be provided to all remaining non-AVID buildings (41 buildings) and staff including alternative and special days schools that have not been trained. This training addresses learning loss by accelerating learning for all students which starts with ensuring that school leaders have instilled instruction systems leadership and culture that support raising expectations and high achievement for all. In addition to academic needs AVID models SEL and relational capacity building for educators so they can model this in the classroom. Relational capacity has an incredible impact on student learning experiences. These trainings provide in-person professional learning support educators across all content areas and are grounded in evidence-based instructional methodologies. AVID's practices diminish learning loss by elevating instruction with more rigor and culturally responsive teaching ultimately helping students develop the skills needed to excel in rigorous courses. Including professional learning for educators focused on AVID Core Instructional Strategies that can be used across a campus in all classrooms schoolwide. Through these instructional materials and programs educators can put into practice proven resources that integrate easily into their classroom activities. Academic and behavior data of all buildings will be monitored. All staff and students will be affected by this initiative.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,132
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,132</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

AVID AU12- Elementary Expansion

**Account Number**

56243-220001

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

500 - OTHER PURCHASED SERVICES

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional Professional Learning for staff to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to AVID training will be provided to all remaining non-AVID buildings (41 buildings) and staff including alternative and special days schools that have not been trained. This training addresses learning loss by accelerating learning for all students which starts with ensuring that school leaders have instilled instruction systems leadership and culture that support raising expectations and high achievement for all. In addition to academic needs AVID models SEL and relational capacity building for educators so they can model this in the classroom. Relational capacity has an incredible impact on student learning experiences. These trainings provide in-person professional learning support educators across all content areas and are grounded in evidence-based instructional methodologies. AVID's practices diminish learning loss by elevating instruction with more rigor and culturally responsive teaching ultimately helping students develop the skills needed to excel in rigorous courses. Including professional learning for educators focused on AVID Core Instructional Strategies that can be used across a campus in all classrooms schoolwide. Through these instructional materials and programs educators can put into practice proven resources that integrate easily into their classroom activities. Academic and behavior data of all buildings will be monitored. All staff and students will be affected by this initiative.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$54,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$54,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Sensory Supports AU3- Sensory Rooms

**Account Number**

56242-210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work and behavior.? In reviewing feedback from parents staff and students almost every response included the need for supports for this area. Staff and admin have reported need for behavior supports. Multisensory spaces within building will provide equipment and promote calm and focus to provide student with a place to facilitate self-regulation so students can return to class ready to learn. Covid has increased anxiety and uncertainty in our students for many reasons missing school getting sick no food loss of jobs for parents moving etc. We are dealing with the result of this plus having to educate students.? We need to help student deal with the feelings they are experiencing secondary to our current situations. To help students self-regulate and deal with current anxieties related to Covid-19 Sensory spaces are being added to 3 high schools 7 middle schools 2 K-8 buildings and our virtual school who sees students in person. These schools do not currently have Sensory spaces and have a room or area they can dedicate to this need. Again giving them places to promote calm and focus will allow students to learn how to deal with these feelings and increase in class time and therefore increase the least restrictive environment. Data will be tracked on use of the room as well as schoolwide behavior and discipline data as this could be a use before a students? needs escalate. Staff will receive training on the proper use of the room and its supports. Up to around 10000 students could receive benefit from the new spaces once complete not to mention that most of our other secondary schools already have Sensory spaces along with several elementary schools. Elementary is opting to go with sensory kits for every classroom.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,566
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,566</u>

**Status**

Task Force Review

Line Item ID: 259-3-0067



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Sensory Supports AU3- Sensory Rooms

**Account Number**

56242-210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work and behavior.? In reviewing feedback from parents staff and students almost every response included the need for supports for this area. Staff and admin have reported need for behavior supports. Multisensory spaces within building will provide equipment and promote calm and focus to provide student with a place to facilitate self-regulation so students can return to class ready to learn. Covid has increased anxiety and uncertainty in our students for many reasons missing school getting sick no food loss of jobs for parents moving etc. We are dealing with the result of this plus having to educate students.? We need to help student deal with the feelings they are experiencing secondary to our current situations. To help students self-regulate and deal with current anxieties related to Covid-19 Sensory spaces are being added to 3 high schools 7 middle schools 2 K-8 buildings and our virtual school who sees students in person. These schools do not currently have Sensory spaces and have a room or area they can dedicate to this need. Again giving them places to promote calm and focus will allow students to learn how to deal with these feelings and increase in class time and therefore increase the least restrictive environment. Data will be tracked on use of the room as well as schoolwide behavior and discipline data as this could be a use before a students? needs escalate. Staff will receive training on the proper use of the room and its supports. Up to around 10000 students could receive benefit from the new spaces once complete not to mention that most of our other secondary schools already have Sensory spaces along with several elementary schools. Elementary is opting to go with sensory kits for every classroom.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$120
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$120

**Status**

Task Force Review

Line Item ID: 259-3-0068

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Sensory Supports AU3- Sensory Rooms

**Account Number**

56242-210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work and behavior.? In reviewing feedback from parents staff and students almost every response included the need for supports for this area. Staff and admin have reported need for behavior supports. Multisensory spaces within building will provide equipment and promote calm and focus to provide student with a place to facilitate self-regulation so students can return to class ready to learn. Covid has increased anxiety and uncertainty in our students for many reasons missing school getting sick no food loss of jobs for parents moving etc. We are dealing with the result of this plus having to educate students.? We need to help student deal with the feelings they are experiencing secondary to our current situations. To help students self-regulate and deal with current anxieties related to Covid-19 Sensory spaces are being added to 3 high schools 7 middle schools 2 K-8 buildings and our virtual school who sees students in person. These schools do not currently have Sensory spaces and have a room or area they can dedicate to this need. Again giving them places to promote calm and focus will allow students to learn how to deal with these feelings and increase in class time and therefore increase the least restrictive environment. Data will be tracked on use of the room as well as schoolwide behavior and discipline data as this could be a use before a students? needs escalate. Staff will receive training on the proper use of the room and its supports. Up to around 10000 students could receive benefit from the new spaces once complete not to mention that most of our other secondary schools already have Sensory spaces along with several elementary schools. Elementary is opting to go with sensory kits for every classroom.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$13
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$13

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Sensory Supports AU3- Sensory Rooms

**Account Number**

56242-210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work and behavior.? In reviewing feedback from parents staff and students almost every response included the need for supports for this area. Staff and admin have reported need for behavior supports. Multisensory spaces within building will provide equipment and promote calm and focus to provide student with a place to facilitate self-regulation so students can return to class ready to learn. Covid has increased anxiety and uncertainty in our students for many reasons missing school getting sick no food loss of jobs for parents moving etc. We are dealing with the result of this plus having to educate students.? We need to help student deal with the feelings they are experiencing secondary to our current situations. To help students self-regulate and deal with current anxieties related to Covid-19 Sensory spaces are being added to 3 high schools 7 middle schools 2 K-8 buildings and our virtual school who sees students in person. These schools do not currently have Sensory spaces and have a room or area they can dedicate to this need. Again giving them places to promote calm and focus will allow students to learn how to deal with these feelings and increase in class time and therefore increase the least restrictive environment. Data will be tracked on use of the room as well as schoolwide behavior and discipline data as this could be a use before a students? needs escalate. Staff will receive training on the proper use of the room and its supports. Up to around 10000 students could receive benefit from the new spaces once complete not to mention that most of our other secondary schools already have Sensory spaces along with several elementary schools. Elementary is opting to go with sensory kits for every classroom.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$150,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$150,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0070

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Sensory Supports AU3- Sensory Kits

**Account Number**

56242-210002

**Function Code**

2100 - Support Services (Students)

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. The district performed an initial needs assessment asking stakeholders how COVID has impacted student mental health and the impact of declines in mental health on the ability to perform academic work and behavior.? In reviewing feedback from parents staff and students almost every response included the need for supports for this area. Staff and admin have reported need for behavior supports. Multisensory spaces within building will provide equipment and promote calm and focus to provide student with a place to facilitate self-regulation so students can return to class ready to learn. Covid has increased anxiety and uncertainty in our students for many reasons missing school getting sick no food loss of jobs for parents moving etc. We are dealing with the result of this plus having to educate students.? We need to help student deal with the feelings they are experiencing secondary to our current situations. To help students self-regulate and deal with current anxieties related to Covid-19 Sensory spaces are being added to 3 high schools 7 middle schools 2 K-8 buildings and our virtual school who sees students in person. These schools do not currently have Sensory spaces and have a room or area they can dedicate to this need. Again giving them places to promote calm and focus will allow students to learn how to deal with these feelings and increase in class time and therefore increase the least restrictive environment. Data will be tracked on use of the room as well as schoolwide behavior and discipline data as this could be a use before a students? needs escalate. Staff will receive training on the proper use of the room and its supports. Up to around 10000 students could receive benefit from the new spaces once complete not to mention that most of our other secondary schools already have Sensory spaces along with several elementary schools. Elementary is opting to go with sensory kits for every classroom.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$202,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$202,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0071

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**Learning Services Learning Loss AU12-  
PLC Mentor C**Account Number**

56041-220007

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

110 - Regular Certified Salaries

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. When we support instructional coaches we support teaching and learning. Instructional coaches have the power to accelerate student achievement and ?fill the gap? when they are skilled at identifying effective teaching providing intentional and constructive feedback co-planning around both screening and diagnostic data at grade class and student level and in general identifying teacher professional learning needs and addressing them through quality professional learning opportunities. Coaches who do not have this skill set cannot and will not be able to support the diverse needs of school populations post (or during) a pandemic. The purpose of coaching is to foster improvement in teachers that will foster improvement in students. Coaches K-12 who are in their 1st 2nd or 3rd year of instructional coaching will participate in professional learning around growing their skills in development and delivery of meaningful and differentiated professional learning walkthroughs and collecting relevant and meaningful data to provide feedback to teachers around content and delivery building data analysis and coaching around gaps etc. Novice instructional coaches will be paired with a veteran coach who will also attend these PLCs with their mentees paid a stipend. As we look to help teachers meet students where they are (with large percentages of students who have been virtually learning vs in person learning) and focus on district strategic plan goals our newer coaches will benefit from working with mentor coaches and Learning Services staff in honing their skills specifically in observing teachers and providing feedback. Growing capacity in multiple skills that instructional coaches need to support teacher skill and growth and student achievement. Data to be collected will include retention of instructional coaches as well as building Fastbridge data where mentees are located.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$28,750
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$28,750</u>

**Status**

Task Force Review

Line Item ID: 259-3-0072

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**Learning Services Learning Loss AU12-  
PLC Mentor C**Account Number**

56041-220007

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

220 - Social Security Contributions

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. When we support instructional coaches we support teaching and learning. Instructional coaches have the power to accelerate student achievement and ?fill the gap? when they are skilled at identifying effective teaching providing intentional and constructive feedback co-planning around both screening and diagnostic data at grade class and student level and in general identifying teacher professional learning needs and addressing them through quality professional learning opportunities. Coaches who do not have this skill set cannot and will not be able to support the diverse needs of school populations post (or during) a pandemic. The purpose of coaching is to foster improvement in teachers that will foster improvement in students. Coaches K-12 who are in their 1st 2nd or 3rd year of instructional coaching will participate in professional learning around growing their skills in development and delivery of meaningful and differentiated professional learning walkthroughs and collecting relevant and meaningful data to provide feedback to teachers around content and delivery building data analysis and coaching around gaps etc. Novice instructional coaches will be paired with a veteran coach who will also attend these PLCs with their mentees paid a stipend. As we look to help teachers meet students where they are (with large percentages of students who have been virtually learning vs in person learning) and focus on district strategic plan goals our newer coaches will benefit from working with mentor coaches and Learning Services staff in honing their skills specifically in observing teachers and providing feedback. Growing capacity in multiple skills that instructional coaches need to support teacher skill and growth and student achievement. Data to be collected will include retention of instructional coaches as well as building Fastbridge data where mentees are located.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,199
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,199</u>

**Status**

Task Force Review

Line Item ID: 259-3-0073

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**Learning Services Learning Loss AU12-  
PLC Mentor C**Account Number**

56041-220007

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

290 - Other Employee Benefits

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. When we support instructional coaches we support teaching and learning. Instructional coaches have the power to accelerate student achievement and ?fill the gap? when they are skilled at identifying effective teaching providing intentional and constructive feedback co-planning around both screening and diagnostic data at grade class and student level and in general identifying teacher professional learning needs and addressing them through quality professional learning opportunities. Coaches who do not have this skill set cannot and will not be able to support the diverse needs of school populations post (or during) a pandemic. The purpose of coaching is to foster improvement in teachers that will foster improvement in students. Coaches K-12 who are in their 1st 2nd or 3rd year of instructional coaching will participate in professional learning around growing their skills in development and delivery of meaningful and differentiated professional learning walkthroughs and collecting relevant and meaningful data to provide feedback to teachers around content and delivery building data analysis and coaching around gaps etc. Novice instructional coaches will be paired with a veteran coach who will also attend these PLCs with their mentees paid a stipend. As we look to help teachers meet students where they are (with large percentages of students who have been virtually learning vs in person learning) and focus on district strategic plan goals our newer coaches will benefit from working with mentor coaches and Learning Services staff in honing their skills specifically in observing teachers and providing feedback. Growing capacity in multiple skills that instructional coaches need to support teacher skill and growth and student achievement. Data to be collected will include retention of instructional coaches as well as building Fastbridge data where mentees are located.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$245
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$245</u>

**Status**

Task Force Review

Line Item ID: 259-3-0074

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**Learning Services Secondary AU3-  
Phase 1 Modern CI**Account Number**

56258-220001

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

500 - OTHER PURCHASED SERVICES

**Allowable Use**3 - Providing principals and other  
school leaders with resources to  
address individual school needs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. 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 secondary office has partnered with Learning Services & Modern Classroom Project to work on a Personalization plan and training to help educational leaders provide professional development asynchronously to our educators so they can get the PD they need when they need it. With restriction on how many teachers we can have in a room due to social distancing requirements teachers that might be quarantined and the potential of us going to a remote setting we need to equip the educational leaders that support our teachers with the flexibility of on demand PD. This will allow teachers to watch learn and collaborate in a safe way and still be up-to-speed with the requirements of teaching in USD 259. Data for this year Phase I will be to increase the number of teachers that receive and utilize professional development that is useful to their classroom. We will collect data on the number of videos that are watched by our USD 259 Teachers. This will give us a better understanding of what the teachers need so we can reteach and support as needed. Phase II will be providing this training to the teachers themselves and they will learn how to create asynchronous learning videos. The request includes access to the training as well as stipends for completing the training outside of the contract day due to sub shortage. These videos will be available for our use with no date restrictions on access. For Phase II we will track number of teachers trained and number of asynchronous videos created. Taking this training will be optional at this point in the proposal.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$24,750
<b>Budgeted Expenditures in SFY 2023</b>	\$24,750
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$49,500</u>

**Status**

Task Force Review

Line Item ID: 259-3-0075



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**Learning Services Secondary AU3-  
Phase 1 Modern CI**Account Number**

56258-220001

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

110 - Regular Certified Salaries

**Allowable Use**3 - Providing principals and other  
school leaders with resources to  
address individual school needs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. 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 secondary office has partnered with Learning Services & Modern Classroom Project to work on a Personalization plan and training to help educational leaders provide professional development asynchronously to our educators so they can get the PD they need when they need it. With restriction on how many teachers we can have in a room due to social distancing requirements teachers that might be quarantined and the potential of us going to a remote setting we need to equip the educational leaders that support our teachers with the flexibility of on demand PD. This will allow teachers to watch learn and collaborate in a safe way and still be up-to-speed with the requirements of teaching in USD 259. Data for this year Phase I will be to increase the number of teachers that receive and utilize professional development that is useful to their classroom. We will collect data on the number of videos that are watched by our USD 259 Teachers. This will give us a better understanding of what the teachers need so we can reteach and support as needed. Phase II will be providing this training to the teachers themselves and they will learn how to create asynchronous learning videos. The request includes access to the training as well as stipends for completing the training outside of the contract day due to sub shortage. These videos will be available for our use with no date restrictions on access. For Phase II we will track number of teachers trained and number of asynchronous videos created. Taking this training will be optional at this point in the proposal.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$21,500
<b>Budgeted Expenditures in SFY 2023</b>	\$21,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$43,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0076

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**Learning Services Secondary AU3-  
Phase 1 Modern CI**Account Number**

56258-220001

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

220 - Social Security Contributions

**Allowable Use**3 - Providing principals and other  
school leaders with resources to  
address individual school needs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. 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 secondary office has partnered with Learning Services & Modern Classroom Project to work on a Personalization plan and training to help educational leaders provide professional development asynchronously to our educators so they can get the PD they need when they need it. With restriction on how many teachers we can have in a room due to social distancing requirements teachers that might be quarantined and the potential of us going to a remote setting we need to equip the educational leaders that support our teachers with the flexibility of on demand PD. This will allow teachers to watch learn and collaborate in a safe way and still be up-to-speed with the requirements of teaching in USD 259. Data for this year Phase I will be to increase the number of teachers that receive and utilize professional development that is useful to their classroom. We will collect data on the number of videos that are watched by our USD 259 Teachers. This will give us a better understanding of what the teachers need so we can reteach and support as needed. Phase II will be providing this training to the teachers themselves and they will learn how to create asynchronous learning videos. The request includes access to the training as well as stipends for completing the training outside of the contract day due to sub shortage. These videos will be available for our use with no date restrictions on access. For Phase II we will track number of teachers trained and number of asynchronous videos created. Taking this training will be optional at this point in the proposal.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,645
<b>Budgeted Expenditures in SFY 2023</b>	\$1,645
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,290</u>

**Status**

Task Force Review

Line Item ID: 259-3-0077

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**Learning Services Secondary AU3-  
Phase 1 Modern CI**Account Number**

56258-220001

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

290 - Other Employee Benefits

**Allowable Use**3 - Providing principals and other  
school leaders with resources to  
address individual school needs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. 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 secondary office has partnered with Learning Services & Modern Classroom Project to work on a Personalization plan and training to help educational leaders provide professional development asynchronously to our educators so they can get the PD they need when they need it. With restriction on how many teachers we can have in a room due to social distancing requirements teachers that might be quarantined and the potential of us going to a remote setting we need to equip the educational leaders that support our teachers with the flexibility of on demand PD. This will allow teachers to watch learn and collaborate in a safe way and still be up-to-speed with the requirements of teaching in USD 259. Data for this year Phase I will be to increase the number of teachers that receive and utilize professional development that is useful to their classroom. We will collect data on the number of videos that are watched by our USD 259 Teachers. This will give us a better understanding of what the teachers need so we can reteach and support as needed. Phase II will be providing this training to the teachers themselves and they will learn how to create asynchronous learning videos. The request includes access to the training as well as stipends for completing the training outside of the contract day due to sub shortage. These videos will be available for our use with no date restrictions on access. For Phase II we will track number of teachers trained and number of asynchronous videos created. Taking this training will be optional at this point in the proposal.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$183
<b>Budgeted Expenditures in SFY 2023</b>	\$183
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$366</u>

**Status**

Task Force Review

Line Item ID: 259-3-0078

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**Learning Services Secondary AU3-  
Phase 2 Modern CI**Account Number**

56258-220002

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

110 - Regular Certified Salaries

**Allowable Use**3 - Providing principals and other  
school leaders with resources to  
address individual school needs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. 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 secondary office has partnered with Learning Services & Modern Classroom Project to work on a Personalization plan and training to help educational leaders provide professional development asynchronously to our educators so they can get the PD they need when they need it. With restriction on how many teachers we can have in a room due to social distancing requirements teachers that might be quarantined and the potential of us going to a remote setting we need to equip the educational leaders that support our teachers with the flexibility of on demand PD. This will allow teachers to watch learn and collaborate in a safe way and still be up-to-speed with the requirements of teaching in USD 259. Data for this year Phase I will be to increase the number of teachers that receive and utilize professional development that is useful to their classroom. We will collect data on the number of videos that are watched by our USD 259 Teachers. This will give us a better understanding of what the teachers need so we can reteach and support as needed. Phase II will be providing this training to the teachers themselves and they will learn how to create asynchronous learning videos. The request includes access to the training as well as stipends for completing the training outside of the contract day due to sub shortage. These videos will be available for our use with no date restrictions on access. For Phase II we will track number of teachers trained and number of asynchronous videos created. Taking this training will be optional at this point in the proposal.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$55,040
<b>Budgeted Expenditures in SFY 2023</b>	\$55,040
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$110,080</u>

**Status**

Task Force Review

Line Item ID: 259-3-0079

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**Learning Services Secondary AU3-  
Phase 2 Modern CI**Account Number**

56258-220002

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

220 - Social Security Contributions

**Allowable Use**3 - Providing principals and other  
school leaders with resources to  
address individual school needs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. 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 secondary office has partnered with Learning Services & Modern Classroom Project to work on a Personalization plan and training to help educational leaders provide professional development asynchronously to our educators so they can get the PD they need when they need it. With restriction on how many teachers we can have in a room due to social distancing requirements teachers that might be quarantined and the potential of us going to a remote setting we need to equip the educational leaders that support our teachers with the flexibility of on demand PD. This will allow teachers to watch learn and collaborate in a safe way and still be up-to-speed with the requirements of teaching in USD 259. Data for this year Phase I will be to increase the number of teachers that receive and utilize professional development that is useful to their classroom. We will collect data on the number of videos that are watched by our USD 259 Teachers. This will give us a better understanding of what the teachers need so we can reteach and support as needed. Phase II will be providing this training to the teachers themselves and they will learn how to create asynchronous learning videos. The request includes access to the training as well as stipends for completing the training outside of the contract day due to sub shortage. These videos will be available for our use with no date restrictions on access. For Phase II we will track number of teachers trained and number of asynchronous videos created. Taking this training will be optional at this point in the proposal.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,211
<b>Budgeted Expenditures in SFY 2023</b>	\$4,211
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$8,422</u>

**Status**

Task Force Review

Line Item ID: 259-3-0080

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**Learning Services Secondary AU3-  
Phase 2 Modern CI**Account Number**

56258-220002

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

290 - Other Employee Benefits

**Allowable Use**3 - Providing principals and other  
school leaders with resources to  
address individual school needs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. 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 secondary office has partnered with Learning Services & Modern Classroom Project to work on a Personalization plan and training to help educational leaders provide professional development asynchronously to our educators so they can get the PD they need when they need it. With restriction on how many teachers we can have in a room due to social distancing requirements teachers that might be quarantined and the potential of us going to a remote setting we need to equip the educational leaders that support our teachers with the flexibility of on demand PD. This will allow teachers to watch learn and collaborate in a safe way and still be up-to-speed with the requirements of teaching in USD 259. Data for this year Phase I will be to increase the number of teachers that receive and utilize professional development that is useful to their classroom. We will collect data on the number of videos that are watched by our USD 259 Teachers. This will give us a better understanding of what the teachers need so we can reteach and support as needed. Phase II will be providing this training to the teachers themselves and they will learn how to create asynchronous learning videos. The request includes access to the training as well as stipends for completing the training outside of the contract day due to sub shortage. These videos will be available for our use with no date restrictions on access. For Phase II we will track number of teachers trained and number of asynchronous videos created. Taking this training will be optional at this point in the proposal.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$468
<b>Budgeted Expenditures in SFY 2023</b>	\$468
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$936</u>

**Status**

Task Force Review

Line Item ID: 259-3-0081

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**Learning Services Secondary AU3-  
Phase 2 Modern CI**Account Number**

56258-220002

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**

500 - OTHER PURCHASED SERVICES

**Allowable Use**3 - Providing principals and other  
school leaders with resources to  
address individual school needs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. 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 secondary office has partnered with Learning Services & Modern Classroom Project to work on a Personalization plan and training to help educational leaders provide professional development asynchronously to our educators so they can get the PD they need when they need it. With restriction on how many teachers we can have in a room due to social distancing requirements teachers that might be quarantined and the potential of us going to a remote setting we need to equip the educational leaders that support our teachers with the flexibility of on demand PD. This will allow teachers to watch learn and collaborate in a safe way and still be up-to-speed with the requirements of teaching in USD 259. Data for this year Phase I will be to increase the number of teachers that receive and utilize professional development that is useful to their classroom. We will collect data on the number of videos that are watched by our USD 259 Teachers. This will give us a better understanding of what the teachers need so we can reteach and support as needed. Phase II will be providing this training to the teachers themselves and they will learn how to create asynchronous learning videos. The request includes access to the training as well as stipends for completing the training outside of the contract day due to sub shortage. These videos will be available for our use with no date restrictions on access. For Phase II we will track number of teachers trained and number of asynchronous videos created. Taking this training will be optional at this point in the proposal.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$76,800
<b>Budgeted Expenditures in SFY 2023</b>	\$76,800
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$153,600</u>

**Status**

Task Force Review

Line Item ID: 259-3-0082

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**Safety Services AU10- Security  
Personnel**Account Number**

56128-210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**10 - Providing mental health services  
and supports.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. Maintaining operations/Providing mental health services and supports/Providing principals and other school leaders with the resources necessary to address needs of individual schools.

We currently have many students that are having issues with regulating in the school environment because they have been out of in-person school for such a long-time and the additional issues COVID has caused in our society and has had a direct impact on the mental and physical well-being of our students. With the additional Board of Education Security added to 3 high schools and 2 middle schools we will have the additional human capital to assist with implementation of Restorative Practices. We hope we will see a decrease in the number of students that are out of school suspension (OSS) in school suspended (ISS) and Behavior Incident Referrals in these schools through this intervention. We also have several staff who are struggling mentally to keep up with the high needs and behaviors of the students. This project will also benefit and support our teachers and admin at the 5 buildings (Curtis Hamilton Southeast East and Heights).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$216,470
<b>Budgeted Expenditures in SFY 2023</b>	\$216,470
<b>Budgeted Expenditures in SFY 2024</b>	\$216,470
<b>Total Expenditures</b>	<u>\$649,410</u>

**Status**

Task Force Review



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**Safety Services AU10- Security  
Personnel**Account Number**

56128-210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**10 - Providing mental health services  
and supports.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. Maintaining operations/Providing mental health services and supports/Providing principals and other school leaders with the resources necessary to address needs of individual schools.

We currently have many students that are having issues with regulating in the school environment because they have been out of in-person school for such a long-time and the additional issues COVID has caused in our society and has had a direct impact on the mental and physical well-being of our students. With the additional Board of Education Security added to 3 high schools and 2 middle schools we will have the additional human capital to assist with implementation of Restorative Practices. We hope we will see a decrease in the number of students that are out of school suspension (OSS) in school suspended (ISS) and Behavior Incident Referrals in these schools through this intervention. We also have several staff who are struggling mentally to keep up with the high needs and behaviors of the students. This project will also benefit and support our teachers and admin at the 5 buildings (Curtis Hamilton Southeast East and Heights).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$16,560
<b>Budgeted Expenditures in SFY 2023</b>	\$16,560
<b>Budgeted Expenditures in SFY 2024</b>	\$16,560
<b>Total Expenditures</b>	<u>\$49,680</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**Safety Services AU10- Security  
Personnel**Account Number**

56128-210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**10 - Providing mental health services  
and supports.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. Maintaining operations/Providing mental health services and supports/Providing principals and other school leaders with the resources necessary to address needs of individual schools.

We currently have many students that are having issues with regulating in the school environment because they have been out of in-person school for such a long-time and the additional issues COVID has caused in our society and has had a direct impact on the mental and physical well-being of our students. With the additional Board of Education Security added to 3 high schools and 2 middle schools we will have the additional human capital to assist with implementation of Restorative Practices. We hope we will see a decrease in the number of students that are out of school suspension (OSS) in school suspended (ISS) and Behavior Incident Referrals in these schools through this intervention. We also have several staff who are struggling mentally to keep up with the high needs and behaviors of the students. This project will also benefit and support our teachers and admin at the 5 buildings (Curtis Hamilton Southeast East and Heights).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,450
<b>Budgeted Expenditures in SFY 2023</b>	\$7,450
<b>Budgeted Expenditures in SFY 2024</b>	\$7,450
<b>Total Expenditures</b>	<u>\$22,350</u>

**Status**

Task Force Review

Line Item ID: 259-3-0085

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**Safety Services AU10- Security  
Personnel**Account Number**

56128-210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

210 - Group Insurance

**Allowable Use**10 - Providing mental health services  
and supports.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. Maintaining operations/Providing mental health services and supports/Providing principals and other school leaders with the resources necessary to address needs of individual schools.

We currently have many students that are having issues with regulating in the school environment because they have been out of in-person school for such a long-time and the additional issues COVID has caused in our society and has had a direct impact on the mental and physical well-being of our students. With the additional Board of Education Security added to 3 high schools and 2 middle schools we will have the additional human capital to assist with implementation of Restorative Practices. We hope we will see a decrease in the number of students that are out of school suspension (OSS) in school suspended (ISS) and Behavior Incident Referrals in these schools through this intervention. We also have several staff who are struggling mentally to keep up with the high needs and behaviors of the students. This project will also benefit and support our teachers and admin at the 5 buildings (Curtis Hamilton Southeast East and Heights).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$41,400
<b>Budgeted Expenditures in SFY 2023</b>	\$41,400
<b>Budgeted Expenditures in SFY 2024</b>	\$41,400
<b>Total Expenditures</b>	<u>\$124,200</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**Safety Services AU10- Security  
Personnel**Account Number**

56128-210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**10 - Providing mental health services  
and supports.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. Maintaining operations/Providing mental health services and supports/Providing principals and other school leaders with the resources necessary to address needs of individual schools.

We currently have many students that are having issues with regulating in the school environment because they have been out of in-person school for such a long-time and the additional issues COVID has caused in our society and has had a direct impact on the mental and physical well-being of our students. With the additional Board of Education Security added to 3 high schools and 2 middle schools we will have the additional human capital to assist with implementation of Restorative Practices. We hope we will see a decrease in the number of students that are out of school suspension (OSS) in school suspended (ISS) and Behavior Incident Referrals in these schools through this intervention. We also have several staff who are struggling mentally to keep up with the high needs and behaviors of the students. This project will also benefit and support our teachers and admin at the 5 buildings (Curtis Hamilton Southeast East and Heights).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$35,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$35,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**Learning Services Learning Loss AU12 -  
New Teacher**Account Number**

56041 - 220003

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II application. Professional Development and coaching for NTI Specialists. COVID has limited our ability to properly onboard all our 2020-2021 teaching staff with our removal of required trainings for this past year for our new staff. Additionally we are seeing a significant increase in resignations and teachers being non-renewed this year because they were unable to pass their teaching credential tests (10 teacher last year 43 this current school year). The addition of 4 NTI Specialists will help mitigate the loss of teacher growth during both their preservice student teaching and the start to their teaching career. Being able to extensively support our teachers will help with needed recruitment and retention of teachers as we combat resignations due to the pandemic as well. The 4 New Teacher Induction Specialists to work in collaboration with our Peer Consultants to add additional support to our probationary teachers that were negatively impacted during their preservice and beginning years of teaching due to the COVID-19 pandemic. Our current allocation includes 4 Elementary Peer Consultants who serve up to 65 new teachers and 4 Secondary Peer Consultants who serve up to 60 new teachers. Addition of New Teacher Induction Specialists would increase our ability to serve a vast majority of our core content first year teachers plus supporting (as caseloads allow) our second-year teachers in need of additional support (performance concerns taught MSR their first year etc.). Effectiveness will be measured by new teacher survey and retention data.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$100,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$100,000

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**Continuity of Services Project AU16 -  
Instruction**Account Number**

56430- 100000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to urban district enrollment decline because of the COVID-19 pandemic the district experienced significant loss of general fund and supplemental general budget required to maintain current staffing levels and keep existing supports in place in schools. The district will use the funding to retain 300 positions across all weighted funding sources in order to keep class sizes small and support remediating learning loss. This COVID enrollment reduction necessitates the use of ESSER funds to maintain existing operations services and employ existing staff. See backup for positions being funded directly out of ESSER for additional details.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$20,647,497**Budgeted Expenditures in SFY 2024** \$2,921,066**Total Expenditures** \$23,568,563**Status**

Task Force Review

**Line Item Comment from KSDE**

9/26/2022: ESSER III funds may be used to retain staff and to provide services for students that were provided pre-COVID. The maintenance of budgets is the intent of the funding.

Line Item ID: 259-3-0089

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Indirect Project AU15 - General Admin

**Account Number**

56014 - 230000

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Indirect Cost for Central Staff needed to administer ESSER funds. See positions for additional details.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$110,250
<b>Budgeted Expenditures in SFY 2024</b>	\$110,250
<b>Total Expenditures</b>	<u>\$220,500</u>

**Status**

Task Force Review

Line Item ID: 259-3-0090

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Indirect Project AU15 - General Admin

**Account Number**

56014 - 230000

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Indirect Cost for Central Staff needed to administer ESSER funds. See positions for additional details.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$79,400
<b>Budgeted Expenditures in SFY 2024</b>	\$79,400
<b>Total Expenditures</b>	<u>\$158,800</u>

**Status**

Task Force Review

Line Item ID: 259-3-0091

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Indirect Project AU15 - General Admin

**Account Number**

56014 - 230000

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Indirect Cost for Central Staff needed to administer ESSER funds. See positions for additional details.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$259,590
<b>Budgeted Expenditures in SFY 2024</b>	\$259,590
<b>Total Expenditures</b>	\$519,180

**Status**

Task Force Review

Line Item ID: 259-3-0092

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Indirect Project AU15 - Facilities

**Account Number**

56014 - 400000

**Function Code**

4000 - FACILITIES ACQUISITION AND CONSTRUCTION SERVICES

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Indirect Cost for Central Staff needed to administer ESSER funds. See positions for additional details.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$113,260
<b>Budgeted Expenditures in SFY 2024</b>	\$113,260
<b>Total Expenditures</b>	\$226,520

**Status**

Task Force Review

Line Item ID: 259-3-0093



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Indirect Project AU15 - Facilities

**Account Number**

56014 - 400000

**Function Code**4000 - FACILITIES ACQUISITION AND  
CONSTRUCTION SERVICES**Object Code**

220 - Social Security Contributions

**Allowable Use**15 - Developing strategies and  
implementing public health protocols  
for the reopening and operation of  
school facilities.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Indirect Cost for Central Staff needed to administer ESSER funds. See positions for additional details.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$30,930
<b>Budgeted Expenditures in SFY 2024</b>	\$30,930
<b>Total Expenditures</b>	\$61,860

**Status**

Task Force Review

Line Item ID: 259-3-0094

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Indirect Project AU15 - Central Services

**Account Number**

56014 - 250000

**Function Code**

2500 - Central Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**15 - Developing strategies and  
implementing public health protocols  
for the reopening and operation of  
school facilities.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Indirect Cost for Central Staff needed to administer ESSER funds. See positions for additional details.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$508,940
<b>Budgeted Expenditures in SFY 2024</b>	\$508,940
<b>Total Expenditures</b>	\$1,017,880

**Status**

Task Force Review

Line Item ID: 259-3-0095

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Indirect Project AU15 - Central Services

**Account Number**

56014 - 250000

**Function Code**

2500 - Central Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Indirect Cost for Central Staff needed to administer ESSER funds. See positions for additional details.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$144,200
<b>Budgeted Expenditures in SFY 2024</b>	\$144,200
<b>Total Expenditures</b>	<u>\$288,400</u>

**Status**

Task Force Review

Line Item ID: 259-3-0096

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Indirect Project AU15 - Instructional Support

**Account Number**

56014 - 220000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Indirect Cost for Central Staff needed to administer ESSER funds. See positions for additional details.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$84,410
<b>Budgeted Expenditures in SFY 2024</b>	\$84,410
<b>Total Expenditures</b>	<u>\$168,820</u>

**Status**

Task Force Review

Line Item ID: 259-3-0097

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Indirect Project AU15 - Instructional Support

**Account Number**

56014 - 220000

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Indirect Cost for Central Staff needed to administer ESSER funds. See positions for additional details.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$27,340
<b>Budgeted Expenditures in SFY 2024</b>	\$27,340
<b>Total Expenditures</b>	<u>\$54,680</u>

**Status**

Task Force Review

Line Item ID: 259-3-0098

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2021 AU11 - 8th Grade  
Math Academy**Account Number**

56013 - 100003

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$6,880
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,880</u>

**Status**

Task Force Review

Line Item ID: 259-3-0099

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2021 AU11 - 8th Grade  
Math Academy**Account Number**

56013 - 100003

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$526
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$526</u>

**Status**

Task Force Review

Line Item ID: 259-3-0100

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2021 AU11 - 8th Grade  
Math Academy**Account Number**

56013 - 100003

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$72
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$72</u>

**Status**

Task Force Review

Line Item ID: 259-3-0101

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2021 AU11 - 8th Grade  
Math Academy**Account Number**

56013 - 210003

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$4,800
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$4,800</u>

**Status**

Task Force Review

Line Item ID: 259-3-0102

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2021 AU11 - 8th Grade  
Math Academy**Account Number**

56013 - 210003

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$367
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$367</u>

**Status**

Task Force Review

Line Item ID: 259-3-0103



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2021 AU11 - 8th Grade  
Math Academy**Account Number**

56013 - 210003

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$55
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$55</u>

**Status**

Task Force Review

Line Item ID: 259-3-0104

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - ELO

**Account Number**

56013 - 100004

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$107,060
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$107,060</u>

**Status**

Task Force Review

Line Item ID: 259-3-0105

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - ELO

**Account Number**

56013 - 100004

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$1,792
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,792</u>

**Status**

Task Force Review

Line Item ID: 259-3-0106

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - ELO

**Account Number**

56013 - 100004

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$8,327
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$8,327</u>

**Status**

Task Force Review

Line Item ID: 259-3-0107

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - ELO

**Account Number**

56013 - 100004

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$1,137
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,137</u>

**Status**

Task Force Review

Line Item ID: 259-3-0108

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - ELO

**Account Number**

56013 - 210004

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$6,112
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,112</u>

**Status**

Task Force Review

Line Item ID: 259-3-0109

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - ELO

**Account Number**

56013 - 210004

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$457
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$457</u>

**Status**

Task Force Review

Line Item ID: 259-3-0110

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - ELO

**Account Number**

56013 - 210004

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$64
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$64</u>

**Status**

Task Force Review

Line Item ID: 259-3-0111



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - ELO

**Account Number**

56013 - 220004

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$6,117
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,117</u>

**Status**

Task Force Review

Line Item ID: 259-3-0112

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - ELO

**Account Number**

56013 - 220004

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$468
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$468</u>

**Status**

Task Force Review

Line Item ID: 259-3-0113

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - ELO

**Account Number**

56013 - 220004

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$63
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$63</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - ELO

**Account Number**

56013 - 270004

**Function Code**

2700 - Student Transportation Services

**Object Code**513 - Student Transportation Services  
by Outside Agency or Company**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**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$52,251
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$52,251</u>

**Status**

Task Force Review

Line Item ID: 259-3-0115

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2021 AU11 - HS  
Learning Centers**Account Number**

56013 - 100005

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$181,975
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$181,975</u>

**Status**

Task Force Review

Line Item ID: 259-3-0116

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2021 AU11 - HS  
Learning Centers**Account Number**

56013 - 100005

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$6,968
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,968</u>

**Status**

Task Force Review

Line Item ID: 259-3-0117

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2021 AU11 - HS  
Learning Centers**Account Number**

56013 - 100005

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$14,452
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$14,452</u>

**Status**

Task Force Review

Line Item ID: 259-3-0118

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2021 AU11 - HS  
Learning Centers**Account Number**

56013 - 100005

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$1,747
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,747</u>

**Status**

Task Force Review

Line Item ID: 259-3-0119



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - Summer Exploration

**Account Number**

56013 - 100002

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$386,490
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$386,490</u>

**Status**

Task Force Review

Line Item ID: 259-3-0120

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - Summer Exploration

**Account Number**

56013 - 100002

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$59,168
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$59,168</u>

**Status**

Task Force Review

Line Item ID: 259-3-0121

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - Summer Exploration

**Account Number**

56013 - 100002

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$34,071
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$34,071</u>

**Status**

Task Force Review

Line Item ID: 259-3-0122

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - Summer Exploration

**Account Number**

56013 - 100002

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$4,635
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$4,635</u>

**Status**

Task Force Review

Line Item ID: 259-3-0123

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - Summer Exploration

**Account Number**

56013 - 100002

**Function Code**

1000 - Instruction

**Object Code**

500 - OTHER PURCHASED SERVICES

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$51
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$51

**Status**

Task Force Review

Line Item ID: 259-3-0124

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - Summer Exploration

**Account Number**

56013 - 100002

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$14,606
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$14,606</u>

**Status**

Task Force Review

Line Item ID: 259-3-0125

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - Summer Exploration

**Account Number**

56013 - 100002

**Function Code**

1000 - Instruction

**Object Code**

630 - Food and Milk

**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**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$588
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$588</u>

**Status**

Task Force Review

Line Item ID: 259-3-0126

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - Summer Exploration

**Account Number**

56013 - 210002

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$98,420
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$98,420</u>

**Status**

Task Force Review

Line Item ID: 259-3-0127



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - Summer Exploration

**Account Number**

56013 - 210002

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$7,467
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,467</u>

**Status**

Task Force Review

Line Item ID: 259-3-0128

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - Summer Exploration

**Account Number**

56013 - 210002

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$964
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$964</u>

**Status**

Task Force Review

Line Item ID: 259-3-0129

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - Summer Exploration

**Account Number**

56013 - 210002

**Function Code**

2100 - Support Services (Students)

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$99
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$99</u>

**Status**

Task Force Review

Line Item ID: 259-3-0130

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - Summer Exploration

**Account Number**

56013 - 240002

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$2,738
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,738</u>

**Status**

Task Force Review

Line Item ID: 259-3-0131

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - Summer Exploration

**Account Number**

56013 - 240002

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$209
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$209</u>

**Status**

Task Force Review

Line Item ID: 259-3-0132

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - Summer Exploration

**Account Number**

56013 - 240002

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$29
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$29</u>

**Status**

Task Force Review

Line Item ID: 259-3-0133

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - Summer Exploration

**Account Number**

56013 - 270002

**Function Code**

2700 - Student Transportation Services

**Object Code**

513 - Student Transportation Services by Outside Agency or Company

**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**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$131,379
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$131,379</u>

**Status**

Task Force Review

Line Item ID: 259-3-0134

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - Summer Safari

**Account Number**

56013 - 100001

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$985,080
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$985,080</u>

**Status**

Task Force Review

Line Item ID: 259-3-0135



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - Summer Safari

**Account Number**

56013 - 100001

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$175,570
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$175,570</u>

**Status**

Task Force Review

Line Item ID: 259-3-0136

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - Summer Safari

**Account Number**

56013 - 100001

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$88,792
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$88,792</u>

**Status**

Task Force Review

Line Item ID: 259-3-0137

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - Summer Safari

**Account Number**

56013 - 100001

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$12,172
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$12,172</u>

**Status**

Task Force Review

Line Item ID: 259-3-0138

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - Summer Safari

**Account Number**

56013 - 100001

**Function Code**

1000 - Instruction

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$1,500
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,500</u>

**Status**

Task Force Review

Line Item ID: 259-3-0139

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - Summer Safari

**Account Number**

56013 - 100001

**Function Code**

1000 - Instruction

**Object Code**

500 - OTHER PURCHASED SERVICES

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$20,564
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$20,564</u>

**Status**

Task Force Review

Line Item ID: 259-3-0140

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - Summer Safari

**Account Number**

56013 - 100001

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$34,552
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$34,552</u>

**Status**

Task Force Review

Line Item ID: 259-3-0141

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - Summer Safari

**Account Number**

56013 - 100001

**Function Code**

1000 - Instruction

**Object Code**

640 - Books and Periodicals

**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**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$19,500
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$19,500</u>

**Status**

Task Force Review

Line Item ID: 259-3-0142

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - Summer Safari

**Account Number**

56013 - 210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$146,610
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$146,610</u>

**Status**

Task Force Review

Line Item ID: 259-3-0143



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - Summer Safari

**Account Number**

56013 - 210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$11,277
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$11,277</u>

**Status**

Task Force Review

Line Item ID: 259-3-0144

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - Summer Safari

**Account Number**

56013 - 210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$1,421
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,421</u>

**Status**

Task Force Review

Line Item ID: 259-3-0145

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - Summer Safari

**Account Number**

56013 - 210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

530 - Communications

**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**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$2,200
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,200</u>

**Status**

Task Force Review

Line Item ID: 259-3-0146

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2021 AU11 - Summer Safari

**Account Number**

56013 - 270001

**Function Code**

2700 - Student Transportation Services

**Object Code**

513 - Student Transportation Services by Outside Agency or Company

**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**

Previously approved on ESSER II app. An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners or had less than 50% correct on the state interim assessments. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. This half day opportunity will run from June 7 to July 1 2021 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$17,944
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$17,944</u>

**Status**

Task Force Review

Line Item ID: 259-3-0147

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - College and Career Readi

**Account Number**

56015 - 210007

**Function Code**

2100 - Support Services (Students)

**Object Code**

500 - OTHER PURCHASED SERVICES

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0148

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - College and Career Readi

**Account Number**

56015 - 210007

**Function Code**

2100 - Support Services (Students)

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - ELO

**Account Number**

56015 - 100004

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin staff, and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be a full-day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math, reading, and writing. The district will also have counselors, social workers, and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district-determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$133,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$133,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0150

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - ELO

**Account Number**

56015 - 100004

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$11,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$11,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0151



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - ELO

**Account Number**

56015 - 100004

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0152

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - ELO

**Account Number**

56015 - 210004

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$15,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$15,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0153

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - ELO

**Account Number**

56015 - 210004

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0154

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - ELO

**Account Number**

56015 - 210004

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0155

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - HS  
Learning Centers**Account Number**

56015 - 100005

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$71,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$71,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - HS  
Learning Centers**Account Number**

56015 - 100005

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0157

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - HS  
Learning Centers**Account Number**

56015 - 100005

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin staff, and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be a full-day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math, reading, and writing. The district will also have counselors, social workers, and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district-determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0158

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - HS  
Learning Centers**Account Number**

56015 - 100005

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0159



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - HS  
Learning Centers**Account Number**

56015 - 100005

**Function Code**

1000 - Instruction

**Object Code**

500 - OTHER PURCHASED SERVICES

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0160

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - HS  
Learning Centers**Account Number**

56015 - 100005

**Function Code**

1000 - Instruction

**Object Code**

530 - Communications

**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**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0161

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - HS  
Learning Centers**Account Number**

56015 - 210005

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - HS  
Learning Centers**Account Number**

56015 - 210005

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0163

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - HS  
Learning Centers**Account Number**

56015 - 210005

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0164

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - HS  
Summer School**Account Number**

56015 - 100003

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$243,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$243,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0165

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - HS  
Summer School**Account Number**

56015 - 100003

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$30,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$30,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - HS  
Summer School**Account Number**

56015 - 100003

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$21,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$21,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0167



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - HS  
Summer School**Account Number**

56015 - 100003

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$4,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - HS  
Summer School**Account Number**

56015 - 100003

**Function Code**

1000 - Instruction

**Object Code**

500 - OTHER PURCHASED SERVICES

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - HS  
Summer School**Account Number**

56015 - 100003

**Function Code**

1000 - Instruction

**Object Code**

530 - Communications

**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**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0171

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - HS  
Summer School**Account Number**

56015 - 100003

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$9,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0172

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - HS  
Summer School**Account Number**

56015 - 210003

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$16,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$16,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0173

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - HS  
Summer School**Account Number**

56015 - 210003

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - HS  
Summer School**Account Number**

56015 - 210003

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - HS  
Summer School**Account Number**

56015 - 240003

**Function Code**2400 - Support Services (School  
Administration)**Object Code**

110 - Regular Certified Salaries

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$13,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$13,000</u>

**Status**

Task Force Review



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - HS  
Summer School**Account Number**

56015 - 240003

**Function Code**2400 - Support Services (School  
Administration)**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0177

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - HS  
Summer School**Account Number**

56015 - 240003

**Function Code**2400 - Support Services (School  
Administration)**Object Code**

220 - Social Security Contributions

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0178

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - HS  
Summer School**Account Number**

56015 - 240003

**Function Code**2400 - Support Services (School  
Administration)**Object Code**

290 - Other Employee Benefits

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0179

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - July  
Learning Center**Account Number**

56015 - 100006

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0180

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - July  
Learning Center**Account Number**

56015 - 100006

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0181

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - July  
Learning Center**Account Number**

56015 - 100006

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - July  
Learning Center**Account Number**

56015 - 100006

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin staff, and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be a full-day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math, reading, and writing. The district will also have counselors, social workers, and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district-determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0183

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - July  
Learning Center**Account Number**

56015 - 100006

**Function Code**

1000 - Instruction

**Object Code**

440 - Rentals

**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**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$4,000</u>

**Status**

Task Force Review



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - Migrant  
Summer School**Account Number**

56015 - 100007

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$57,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$57,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0185

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - Migrant  
Summer School**Account Number**

56015 - 100007

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$16,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$16,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0186

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - Migrant  
Summer School**Account Number**

56015 - 100007

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0187

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - Migrant  
Summer School**Account Number**

56015 - 100007

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0188

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - Migrant  
Summer School**Account Number**

56015 - 210008

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$8,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$8,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - Migrant  
Summer School**Account Number**

56015 - 210008

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0190

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2022 AU11 - Migrant  
Summer School**Account Number**

56015 - 210008

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0191

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Custodial

**Account Number**

56015 - 260001

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$82,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$82,000</u>

**Status**

Task Force Review



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Custodial

**Account Number**

56015 - 260001

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0193

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Custodial

**Account Number**

56015 - 260001

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Exploration

**Account Number**

56015 - 100002

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$355,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$355,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Exploration

**Account Number**

56015 - 100002

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin staff, and students, multiple stakeholders expressed a need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be a full-day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math, reading, and writing. The district will also have counselors, social workers, and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district-determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$77,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$77,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Exploration

**Account Number**

56015 - 100002

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$33,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$33,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0197

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Exploration

**Account Number**

56015 - 100002

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin staff, and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be a full-day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math, reading, and writing. The district will also have counselors, social workers, and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district-determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0198

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Exploration

**Account Number**

56015 - 100002

**Function Code**

1000 - Instruction

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$12,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$12,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0199

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Exploration

**Account Number**

56015 - 100002

**Function Code**

1000 - Instruction

**Object Code**

500 - OTHER PURCHASED SERVICES

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0200



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Exploration

**Account Number**

56015 - 100002

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$74,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$74,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0201

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Exploration

**Account Number**

56015 - 100002

**Function Code**

1000 - Instruction

**Object Code**

680 - Miscellaneous Supplies

**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**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0202

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Exploration

**Account Number**

56015 - 210002

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$85,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$85,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0203

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Exploration

**Account Number**

56015 - 210002

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Exploration

**Account Number**

56015 - 210002

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Exploration

**Account Number**

56015 - 240002

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$31,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$31,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Exploration

**Account Number**

56015 - 240002

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$10,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$10,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Exploration

**Account Number**

56015 - 240002

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Exploration

**Account Number**

56015 - 240002

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Safari

**Account Number**

56015 - 100001

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,637,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,637,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Safari

**Account Number**

56015 - 100001

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$451,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$451,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0211

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Safari

**Account Number**

56015 - 100001

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$160,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$160,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0212

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Safari

**Account Number**

56015 - 100001

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$21,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$21,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0213

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Safari

**Account Number**

56015 - 100001

**Function Code**

1000 - Instruction

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$200,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$200,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Safari

**Account Number**

56015 - 100001

**Function Code**

1000 - Instruction

**Object Code**

530 - Communications

**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**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0215

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Safari

**Account Number**

56015 - 100001

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$124,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$124,000</u>

**Status**

Task Force Review



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Safari

**Account Number**

56015 - 100001

**Function Code**

1000 - Instruction

**Object Code**

640 - Books and Periodicals

**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**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$286,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$286,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0217

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Safari

**Account Number**

56015 - 210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$280,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$280,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0218

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Safari

**Account Number**

56015 - 210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$22,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$22,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0219

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Safari

**Account Number**

56015 - 210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$4,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Safari

**Account Number**

56015 - 220001

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$29,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$29,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Safari

**Account Number**

56015 - 220001

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0222

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Safari

**Account Number**

56015 - 220001

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Safari

**Account Number**

56015 - 220001

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

500 - OTHER PURCHASED SERVICES

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Task Force Review



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Safari

**Account Number**

56015 - 240001

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin staff, and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be a full-day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math, reading, and writing. The district will also have counselors, social workers, and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district-determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$34,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$34,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Safari

**Account Number**

56015 - 240001

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2022 AU11 - Summer Safari

**Account Number**

56015 - 240001

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2022 will be full day opportunity and will run from June 6 to June 30 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - College and Career Readi

**Account Number**

56016 - 210007

**Function Code**

2100 - Support Services (Students)

**Object Code**

500 - OTHER PURCHASED SERVICES

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0229

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - College and Career Readi

**Account Number**

56016 - 210007

**Function Code**

2100 - Support Services (Students)

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - ELO

**Account Number**

56016 - 100004

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$133,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$133,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0231

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - ELO

**Account Number**

56016 - 100004

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$11,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$11,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0232

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - ELO

**Account Number**

56016 - 100004

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0233



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - ELO

**Account Number**

56016 - 210004

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$15,000

**Status**

Task Force Review

Line Item ID: 259-3-0234

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - ELO

**Account Number**

56016 - 210004

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin staff, and students, multiple stakeholders expressed a need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be a full-day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math, reading, and writing. The district will also have counselors, social workers, and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district-determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0235

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - ELO

**Account Number**

56016 - 210004

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0236

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - HS  
Learning Centers**Account Number**

56016 - 100005

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$71,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$71,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - HS  
Learning Centers**Account Number**

56016 - 100005

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0238

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - HS  
Learning Centers**Account Number**

56016 - 100005

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0239

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - HS  
Learning Centers**Account Number**

56016 - 100005

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0240

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - HS  
Learning Centers**Account Number**

56016 - 100005

**Function Code**

1000 - Instruction

**Object Code**

500 - OTHER PURCHASED SERVICES

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0241



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - HS  
Learning Centers**Account Number**

56016 - 100005

**Function Code**

1000 - Instruction

**Object Code**

530 - Communications

**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**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - HS  
Learning Centers**Account Number**

56016 - 210005

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0243

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - HS  
Learning Centers**Account Number**

56016 - 210005

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - HS  
Learning Centers**Account Number**

56016 - 210005

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0245

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - HS  
Summer School**Account Number**

56016 - 100003

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$243,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$243,000

**Status**

Task Force Review

Line Item ID: 259-3-0246

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - HS  
Summer School**Account Number**

56016 - 100003

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$30,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$30,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0247

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - HS  
Summer School**Account Number**

56016 - 100003

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$21,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$21,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0248

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - HS  
Summer School**Account Number**

56016 - 100003

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$4,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0249



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - HS  
Summer School**Account Number**

56016 - 100003

**Function Code**

1000 - Instruction

**Object Code**

500 - OTHER PURCHASED SERVICES

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0251

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - HS  
Summer School**Account Number**

56016 - 100003

**Function Code**

1000 - Instruction

**Object Code**

530 - Communications

**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**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0252

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - HS  
Summer School**Account Number**

56016 - 100003

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$9,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0253

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - HS  
Summer School**Account Number**

56016 - 210003

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$16,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$16,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - HS  
Summer School**Account Number**

56016 - 210003

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0255

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - HS  
Summer School**Account Number**

56016 - 210003

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0256

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - HS  
Summer School**Account Number**

56016 - 240003

**Function Code**2400 - Support Services (School  
Administration)**Object Code**

110 - Regular Certified Salaries

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$13,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$13,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0257

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - HS  
Summer School**Account Number**

56016 - 240003

**Function Code**2400 - Support Services (School  
Administration)**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - HS  
Summer School**Account Number**

56016 - 240003

**Function Code**2400 - Support Services (School  
Administration)**Object Code**

220 - Social Security Contributions

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - HS  
Summer School**Account Number**

56016 - 240003

**Function Code**2400 - Support Services (School  
Administration)**Object Code**

290 - Other Employee Benefits

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - July  
Learning Center**Account Number**

56016 - 100006

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - July  
Learning Center**Account Number**

56016 - 100006

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0262

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - July  
Learning Center**Account Number**

56016 - 100006

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0263

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - July  
Learning Center**Account Number**

56016 - 100006

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - July  
Learning Center**Account Number**

56016 - 100006

**Function Code**

1000 - Instruction

**Object Code**

440 - Rentals

**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**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$4,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0265

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - Migrant  
Summer School**Account Number**

56016 - 100007

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$57,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$57,000</u>

**Status**

Task Force Review



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - Migrant  
Summer School**Account Number**

56016 - 100007

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$16,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$16,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0267

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - Migrant  
Summer School**Account Number**

56016 - 100007

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - Migrant  
Summer School**Account Number**

56016 - 100007

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0269

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - Migrant  
Summer School**Account Number**

56016 - 210008

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$8,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0270

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - Migrant  
Summer School**Account Number**

56016 - 210008

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0271

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2023 AU11 - Migrant  
Summer School**Account Number**

56016 - 210008

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0272

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Custodial

**Account Number**

56016 - 260001

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$82,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$82,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0273

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Custodial

**Account Number**

56016 - 260001

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,000</u>

**Status**

Task Force Review



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Custodial

**Account Number**

56016 - 260001

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Exploration

**Account Number**

56016 - 100002

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$355,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$355,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0276

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Exploration

**Account Number**

56016 - 100002

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$77,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$77,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0277

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Exploration

**Account Number**

56016 - 100002

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$33,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$33,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0278

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Exploration

**Account Number**

56016 - 100002

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0279

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Exploration

**Account Number**

56016 - 100002

**Function Code**

1000 - Instruction

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$12,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$12,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0280

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Exploration

**Account Number**

56016 - 100002

**Function Code**

1000 - Instruction

**Object Code**

500 - OTHER PURCHASED SERVICES

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0281

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Exploration

**Account Number**

56016 - 100002

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$74,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$74,000</u>

**Status**

Task Force Review



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Exploration

**Account Number**

56016 - 100002

**Function Code**

1000 - Instruction

**Object Code**

680 - Miscellaneous Supplies

**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**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0283

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Exploration

**Account Number**

56016 - 210002

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$85,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$85,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0284

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Exploration

**Account Number**

56016 - 210002

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0285

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Exploration

**Account Number**

56016 - 210002

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Exploration

**Account Number**

56016 - 240002

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$31,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$31,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Exploration

**Account Number**

56016 - 240002

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin staff, and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be a full-day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math, reading, and writing. The district will also have counselors, social workers, and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district-determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$10,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0288

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Exploration

**Account Number**

56016 - 240002

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Exploration

**Account Number**

56016 - 240002

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Safari

**Account Number**

56016 - 100001

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,637,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,637,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0291

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Safari

**Account Number**

56016 - 100001

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$451,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$451,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0292

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Safari

**Account Number**

56016 - 100001

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$160,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$160,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0293

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Safari

**Account Number**

56016 - 100001

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$21,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$21,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0294

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Safari

**Account Number**

56016 - 100001

**Function Code**

1000 - Instruction

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$200,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$200,000

**Status**

Task Force Review

Line Item ID: 259-3-0295

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Safari

**Account Number**

56016 - 100001

**Function Code**

1000 - Instruction

**Object Code**

530 - Communications

**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**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0296

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Safari

**Account Number**

56016 - 100001

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$124,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$124,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0297

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Safari

**Account Number**

56016 - 100001

**Function Code**

1000 - Instruction

**Object Code**

640 - Books and Periodicals

**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**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$286,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$286,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0298



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Safari

**Account Number**

56016 - 210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$280,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$280,000

**Status**

Task Force Review

Line Item ID: 259-3-0299

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Safari

**Account Number**

56016 - 210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$22,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$22,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0300

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Safari

**Account Number**

56016 - 210001

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$4,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0301

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Safari

**Account Number**

56016 - 220001

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$29,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$29,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Safari

**Account Number**

56016 - 220001

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0303

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Safari

**Account Number**

56016 - 220001

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Safari

**Account Number**

56016 - 220001

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

500 - OTHER PURCHASED SERVICES

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Safari

**Account Number**

56016 - 240001

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$34,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$34,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0307



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Safari

**Account Number**

56016 - 240001

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin staff, and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be a full-day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math, reading, and writing. The district will also have counselors, social workers, and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district-determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0308

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2023 AU11 - Summer Safari

**Account Number**

56016 - 240001

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2023 will be full day opportunity and will run from June 5 to June 29 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2024 AU11 - College and Career Readi

**Account Number**

56484 - 210007

**Function Code**

2100 - Support Services (Students)

**Object Code**

500 - OTHER PURCHASED SERVICES

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	\$5,000

**Status**

Task Force Review

Line Item ID: 259-3-0310

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2024 AU11 - College and Career Readi

**Account Number**

56484 - 210007

**Function Code**

2100 - Support Services (Students)

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	\$1,000

**Status**

Task Force Review

Line Item ID: 259-3-0311

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2024 AU11 - ELO

**Account Number**

56484 - 100004

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin staff, and students, multiple stakeholders expressed need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be a full-day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math, reading, and writing. The district will also have counselors, social workers, and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district-determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$133,000**Total Expenditures** \$133,000**Status**

Task Force Review

Line Item ID: 259-3-0312

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2024 AU11 - ELO

**Account Number**

56484 - 100004

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$11,000
<b>Total Expenditures</b>	\$11,000

**Status**

Task Force Review

Line Item ID: 259-3-0313

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2024 AU11 - ELO

**Account Number**

56484 - 100004

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin staff, and students, multiple stakeholders expressed a need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be a full-day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math, reading, and writing. The district will also have counselors, social workers, and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district-determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	\$3,000

**Status**

Task Force Review

Line Item ID: 259-3-0314

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2024 AU11 - ELO

**Account Number**

56484 - 210004

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$15,000**Total Expenditures** \$15,000**Status**

Task Force Review

Line Item ID: 259-3-0315



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2024 AU11 - ELO

**Account Number**

56484 - 210004

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	\$2,000

**Status**

Task Force Review

Line Item ID: 259-3-0316

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2024 AU11 - ELO

**Account Number**

56484 - 210004

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	\$3,000

**Status**

Task Force Review

Line Item ID: 259-3-0317

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - HS  
Learning Centers**Account Number**

56484 - 100005

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$71,000
<b>Total Expenditures</b>	\$71,000

**Status**

Task Force Review

Line Item ID: 259-3-0318

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - HS  
Learning Centers**Account Number**

56484 - 100005

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	\$3,000

**Status**

Task Force Review

Line Item ID: 259-3-0319

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - HS  
Learning Centers**Account Number**

56484 - 100005

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$6,000**Total Expenditures** \$6,000**Status**

Task Force Review

Line Item ID: 259-3-0320

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - HS  
Learning Centers**Account Number**

56484 - 100005

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	\$3,000

**Status**

Task Force Review

Line Item ID: 259-3-0321

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - HS  
Learning Centers**Account Number**

56484 - 100005

**Function Code**

1000 - Instruction

**Object Code**

500 - OTHER PURCHASED SERVICES

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

**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**Total Expenditures** \$1,000**Status**

Task Force Review

Line Item ID: 259-3-0322

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - HS  
Learning Centers**Account Number**

56484 - 100005

**Function Code**

1000 - Instruction

**Object Code**

530 - Communications

**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**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	\$2,000

**Status**

Task Force Review

Line Item ID: 259-3-0323



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - HS  
Learning Centers**Account Number**

56484 - 210005

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

**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**Total Expenditures** \$1,000**Status**

Task Force Review

Line Item ID: 259-3-0324

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - HS  
Learning Centers**Account Number**

56484 - 210005

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	\$1,000

**Status**

Task Force Review

Line Item ID: 259-3-0325

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - HS  
Learning Centers**Account Number**

56484 - 210005

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

**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**Total Expenditures** \$3,000**Status**

Task Force Review

Line Item ID: 259-3-0326

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - HS  
Summer School**Account Number**

56484 - 100003

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$243,000
<b>Total Expenditures</b>	\$243,000

**Status**

Task Force Review

Line Item ID: 259-3-0327

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - HS  
Summer School**Account Number**

56484 - 100003

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$30,000
<b>Total Expenditures</b>	\$30,000

**Status**

Task Force Review

Line Item ID: 259-3-0328

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - HS  
Summer School**Account Number**

56484 - 100003

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$21,000**Total Expenditures** \$21,000**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - HS  
Summer School**Account Number**

56484 - 100003

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$4,000
<b>Total Expenditures</b>	\$4,000

**Status**

Task Force Review

Line Item ID: 259-3-0330

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - HS  
Summer School**Account Number**

56484 - 100003

**Function Code**

1000 - Instruction

**Object Code**

500 - OTHER PURCHASED SERVICES

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	\$1,000

**Status**

Task Force Review

Line Item ID: 259-3-0332



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - HS  
Summer School**Account Number**

56484 - 100003

**Function Code**

1000 - Instruction

**Object Code**

530 - Communications

**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**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

**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**Total Expenditures** \$1,000**Status**

Task Force Review

Line Item ID: 259-3-0333

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - HS  
Summer School**Account Number**

56484 - 100003

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$9,000
<b>Total Expenditures</b>	\$9,000

**Status**

Task Force Review

Line Item ID: 259-3-0334

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - HS  
Summer School**Account Number**

56484 - 210003

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$16,000**Total Expenditures** \$16,000**Status**

Task Force Review

Line Item ID: 259-3-0335

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - HS  
Summer School**Account Number**

56484 - 210003

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	\$2,000

**Status**

Task Force Review

Line Item ID: 259-3-0336

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - HS  
Summer School**Account Number**

56484 - 210003

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

**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**Total Expenditures** \$3,000**Status**

Task Force Review

Line Item ID: 259-3-0337

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - HS  
Summer School**Account Number**

56484 - 240003

**Function Code**2400 - Support Services (School  
Administration)**Object Code**

110 - Regular Certified Salaries

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$13,000
<b>Total Expenditures</b>	\$13,000

**Status**

Task Force Review

Line Item ID: 259-3-0338

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - HS  
Summer School**Account Number**

56484 - 240003

**Function Code**2400 - Support Services (School  
Administration)**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	\$3,000

**Status**

Task Force Review

Line Item ID: 259-3-0339

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - HS  
Summer School**Account Number**

56484 - 240003

**Function Code**2400 - Support Services (School  
Administration)**Object Code**

220 - Social Security Contributions

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	\$2,000

**Status**

Task Force Review

Line Item ID: 259-3-0340



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - HS  
Summer School**Account Number**

56484 - 240003

**Function Code**2400 - Support Services (School  
Administration)**Object Code**

290 - Other Employee Benefits

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	\$3,000

**Status**

Task Force Review

Line Item ID: 259-3-0341

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - July  
Learning Center**Account Number**

56484 - 100006

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	\$2,000

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - July  
Learning Center**Account Number**

56484 - 100006

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	\$1,000

**Status**

Task Force Review

Line Item ID: 259-3-0343

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - July  
Learning Center**Account Number**

56484 - 100006

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

**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**Total Expenditures** \$3,000**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - July  
Learning Center**Account Number**

56484 - 100006

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	\$3,000

**Status**

Task Force Review

Line Item ID: 259-3-0345

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - July  
Learning Center**Account Number**

56484 - 100006

**Function Code**

1000 - Instruction

**Object Code**

440 - Rentals

**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**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$4,000
<b>Total Expenditures</b>	\$4,000

**Status**

Task Force Review

Line Item ID: 259-3-0346

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - Migrant  
Summer School**Account Number**

56484 - 100007

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$57,000
<b>Total Expenditures</b>	\$57,000

**Status**

Task Force Review

Line Item ID: 259-3-0347

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - Migrant  
Summer School**Account Number**

56484 - 100007

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$16,000
<b>Total Expenditures</b>	\$16,000

**Status**

Task Force Review

Line Item ID: 259-3-0348



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - Migrant  
Summer School**Account Number**

56484 - 100007

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$6,000
<b>Total Expenditures</b>	\$6,000

**Status**

Task Force Review

Line Item ID: 259-3-0349

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - Migrant  
Summer School**Account Number**

56484 - 100007

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	\$3,000

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - Migrant  
Summer School**Account Number**

56484 - 210008

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$8,000
<b>Total Expenditures</b>	\$8,000

**Status**

Task Force Review

Line Item ID: 259-3-0351

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - Migrant  
Summer School**Account Number**

56484 - 210008

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

**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**Total Expenditures** \$1,000**Status**

Task Force Review

Line Item ID: 259-3-0352

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**Summer School 2024 AU11 - Migrant  
Summer School**Account Number**

56484 - 210008

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

**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**Total Expenditures** \$3,000**Status**

Task Force Review

Line Item ID: 259-3-0353

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2024 AU11 - Summer Custodial

**Account Number**

56484 - 260001

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$82,000
<b>Total Expenditures</b>	\$82,000

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2024 AU11 - Summer Custodial

**Account Number**

56484 - 260001

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$7,000
<b>Total Expenditures</b>	<u>\$7,000</u>

**Status**

Task Force Review

Line Item ID: 259-3-0355

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2024 AU11 - Summer Custodial

**Account Number**

56484 - 260001

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2024 AU11 - Summer Exploration

**Account Number**

56484 - 100002

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$355,000
<b>Total Expenditures</b>	\$355,000

**Status**

Task Force Review

Line Item ID: 259-3-0357

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2024 AU11 - Summer Exploration

**Account Number**

56484 - 100002

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$77,000
<b>Total Expenditures</b>	\$77,000

**Status**

Task Force Review

Line Item ID: 259-3-0358

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2024 AU11 - Summer Exploration

**Account Number**

56484 - 100002

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$33,000**Total Expenditures** \$33,000**Status**

Task Force Review

Line Item ID: 259-3-0359

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2024 AU11 - Summer Exploration

**Account Number**

56484 - 100002

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	\$5,000

**Status**

Task Force Review

Line Item ID: 259-3-0360

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2024 AU11 - Summer Exploration

**Account Number**

56484 - 100002

**Function Code**

1000 - Instruction

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$12,000
<b>Total Expenditures</b>	\$12,000

**Status**

Task Force Review

Line Item ID: 259-3-0361

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2024 AU11 - Summer Exploration

**Account Number**

56484 - 100002

**Function Code**

1000 - Instruction

**Object Code**

500 - OTHER PURCHASED SERVICES

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	\$3,000

**Status**

Task Force Review

Line Item ID: 259-3-0362

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2024 AU11 - Summer Exploration

**Account Number**

56484 - 100002

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$74,000**Total Expenditures** \$74,000**Status**

Task Force Review

Line Item ID: 259-3-0363

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2024 AU11 - Summer Exploration

**Account Number**

56484 - 100002

**Function Code**

1000 - Instruction

**Object Code**

680 - Miscellaneous Supplies

**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**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

**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**Total Expenditures** \$1,000**Status**

Task Force Review

Line Item ID: 259-3-0364



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2024 AU11 - Summer Exploration

**Account Number**

56484 - 210002

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$85,000
<b>Total Expenditures</b>	\$85,000

**Status**

Task Force Review

Line Item ID: 259-3-0365

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2024 AU11 - Summer Exploration

**Account Number**

56484 - 210002

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$7,000
<b>Total Expenditures</b>	\$7,000

**Status**

Task Force Review

Line Item ID: 259-3-0366

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2024 AU11 - Summer Exploration

**Account Number**

56484 - 210002

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	\$3,000

**Status**

Task Force Review

Line Item ID: 259-3-0367

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2024 AU11 - Summer Exploration

**Account Number**

56484 - 240002

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$31,000
<b>Total Expenditures</b>	\$31,000

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2024 AU11 - Summer Exploration

**Account Number**

56484 - 240002

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$10,000
<b>Total Expenditures</b>	\$10,000

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2024 AU11 - Summer Exploration

**Account Number**

56484 - 240002

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress.? In reviewing feedback from parents admin staff and students multiple stakeholders expressed need for additional opportunities for instruction intervention and direct support to mitigate learning loss due to COVID.? To aid in the learning loss that COVID has contributed to Summer Programs are being offered at all levels (prek to 12th?grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be full day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math reading and writing. The district will also have counselors social workers and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results the district will continue to offer this opportunity.?

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	\$3,000

**Status**

Task Force Review

Line Item ID: 259-3-0370

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School 2024 AU11 - Summer Exploration

**Account Number**

56484 - 240002

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An initial needs assessment of the district has indicated a decline in academic progress. In reviewing feedback from parents, admin staff, and students, multiple stakeholders expressed a need for additional opportunities for instruction, intervention, and direct support to mitigate learning loss due to COVID. To aid in the learning loss that COVID has contributed to, Summer Programs are being offered at all levels (prek to 12th grade) to those students who performed below benchmark on the Winter FastBridge reading or math screeners. Students whose IEP teams determined a learning loss occurred due to COVID-related events were included in summer programming. Summer 2024 will be a full-day opportunity and will run from June 3 to June 27 and focus on intervening in the core subjects of math, reading, and writing. The district will also have counselors, social workers, and/or psychologists on staff to support behavior and mental health needs during summer programming. Staff are collecting district-determined pre and post data in each of the targeted areas. Staff are also completing a weekly log of how many students are receiving support. If data yields positive results, the district will continue to offer this opportunity.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0261

**Status**

Task Force Review

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Haysville	1745 W Grand Ave, Haysville, KS 670601234	1745 W Grand Ave, Haysville, KS 670601234
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Jeff Hersh	jhersh@usd261.com	(316) 554-2200

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Clint Schutte	Associate Superintendent for Business & Finance	cschutte@usd261.com	(316) 554-2200

## 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.usd261.com/COVID/pdf/Haysville%20USD%20261%20District%20Plan%20For%20Safe%20Return%20To%20Inperson%20Instruction.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?**

Haysville USD 261 will return to pre-pandemic mitigation strategies. Should health conditions shift or stakeholder feedback necessitates, the district will review conditions and mitigation strategies and offer necessary revisions. The district has budgeted a portion of ARP ESSER funding for cleaning/sanitization supplies to support the safe continuation of in-person learning. District plans for mitigation strategies also include policies related to the universal and correct wearing of masks when recommended, physical distancing (including use of cohorts) when recommended, handwashing and respiratory etiquette emphasized throughout the school day, use of hand sanitizer and throughout the buildings, and cough and sneeze etiquette will be taught, monitored, and reinforced. We will also clean and maintain our facilities, including nightly sanitation of school facilities and buses.

When indicated and approved by the Board of Education, we will also conduct contact tracing in combination with isolation and quarantine in collaboration with the Sedgwick County Department of Health, The Kansas Department of Health and Environment, and the Center for Disease Control and Prevention guidance for all highly infectious diseases. District nurses have been trained and will continue to be prepared and updated on the latest guidance. We will continue to have diagnostic testing and screening supplies in health rooms, and the district will strategically utilize test kits for COVID concerns to keep students safely in school. The district will encourage faculty, staff, and students to be vaccinated. The district will also make the appropriate accommodations for children with disabilities concerning our health and safety policies, including building a Health Care Plan to meet the unique health needs of students. This could include home instruction or further mitigation efforts in the school setting.



# 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, Haysville USD 261 conducted surveys, held meetings and reviewed student data with students representing the student council, athletic teams, Campus Clubs, and student members of the site councils. This information was used to guide the development of our COVID-19 response plan. In addition, multiple meetings were held with large and small group feedback activities designed to elicit group input on the impact of COVID-19 on student learning loss and mitigation strategies to address student needs directly. As a result, the following supports received the most interest from our student focus group:

- Hire Social Workers to help address the student's social and emotional needs. If this is not done, the students will not be in any condition to learn and grow.
- Increase tutoring options to include evening access
- Provide students will additional academic support throughout the day.

The meeting results and information were presented to the Haysville USD 261 Board of Education, administrative staff, and community members. This information guided the development of Haysville USD 261's response and spending plan. Our ESSER plan considers these recommendations, and their needs are ideas in the plan.

## Families

In developing our ESSER III plan, Haysville USD 261 conducted surveys, held meetings, and reviewed student data with parents and guardians representing Elementary, Middle, High, and Alternative Schools families. This information was used to guide the development of our COVID-19 response plan. In addition, multiple meetings were held with large and small group feedback activities designed to elicit group input on the impact of COVID-19 on student learning loss and mitigation strategies to address student needs directly. As a result, the following supports received the most interest from this focus group:

- Hire Social Workers to help address the student's social and emotional needs. If this is not done, the students will not be in any condition to learn and grow.
- Address Student health and attendance with a School-Based Health Clinic
- Increase academic support for students during the school day and in the evening hours.

The meeting results and information were presented to the Haysville USD 261 Board of Education, administrative staff, and community members. This information guided the development of Haysville USD 261's response and spending plan. Our ESSER plan considers these recommendations, and their needs are ideas in the plan.

## School and District Administrators including Special Education Administration

In developing our ESSER III plan, Haysville USD 261 conducted surveys, held meetings, and reviewed student data with Principals, Directors, District Administration, and Board of Education members. This group included both the Director of Special Education and the Assistant Director for Special Education. This information was used to guide the development of our COVID-19 response plan. In addition, multiple meetings were held with large and small group feedback activities designed to elicit group input on the impact of COVID-19 on student learning loss and mitigation strategies to address student needs directly. District leadership were asked to complete two surveys, the first identifying the needs for addressing learning loss and the second evaluating the proposed plan in draft form. As a result, the following supports received the most interest from this focus group:

- Hire Social Workers to help address the student's social and emotional needs. If this is not done, the students will not be in any condition to learn and grow.
- Address Student health and attendance with a School-Based Health Clinic.
- Increase academic support for students during the school day and in the evening hours.

The meeting results and information were presented to the Haysville USD 261 Board of Education, administrative staff, and community members. This information guided the development of Haysville USD 261's response and spending plan. Our ESSER plan considers these recommendations, and their needs are ideas in the plan.

## Teachers, Principals, School leaders, other Educators, School Staff and their Unions

In developing our ESSER III plan, Haysville USD 261 conducted surveys, held meetings, and reviewed student data with teachers, staff members, principals, and site councils representing all buildings within the district. The district reached out to Haysville Education Association (HEA) members, the Kansas National Education Association (KNEA) members, and the Kansas Association of School Boards (KASB) members. This group included both the Director of Special Education and the Assistant Director for Special Education. This information was used to guide the development of our COVID-19 response plan. In addition, multiple meetings were held with large and small group feedback activities designed to elicit group input on the impact of COVID-19 on student learning loss and mitigation strategies to address student needs directly. The district sought feedback on the plan ideas and the strategies for addressing learning loss through meetings, surveys, and the use of Thought Exchange. All participants were asked to complete two surveys, the first identifying the needs for addressing learning loss and the second evaluating the proposed plan in draft form. Meeting notes, agendas, and survey results are on file in the district office and shared with leadership through Google Docs. As a result, the following supports received the most interest from this focus group:

- Hire Social Workers to help address the student's social and emotional needs. If this is not done, the students will not be in any condition to learn and grow.
- Address Student health and attendance with a School-Based Health Clinic.
- Increase academic support for students.

The meeting results and information were presented to the Haysville USD 261 Board of Education, administrative staff, and community members. This information guided the development of Haysville USD 261's response and spending plan. Our ESSER plan considers these recommendations, and their needs are ideas in the plan.

## **Tribes**

In developing our ESSER III plan, Haysville USD 261 pulled all contacts from our student information system identifying as Native American. The district placed phone calls, emails and mailed letters seeking input from all families who self-identified as Native Americans. Two participants joined our focus group meetings. This information was used to guide the development of our COVID-19 response plan. In addition, multiple meetings were held with large and small group feedback activities designed to elicit group input on the impact of COVID-19 on student learning loss and mitigation strategies to address student needs directly. The district sought feedback on the plan ideas and the strategies for addressing learning loss through meetings, surveys, and the use of Thought Exchange. All participants were asked to complete two surveys, the first identifying the needs for addressing learning loss and the second evaluating the proposed plan in draft form. As a result, the following supports received the most interest from this focus group:

- Hire Social Workers to help address the student's social and emotional needs. If this is not done, the students will not be in any condition to learn and grow.
- Increase support for student social and emotional needs.
- Increase direct academic support for students identified with learning loss.

The meeting results and information were presented to the Haysville USD 261 Board of Education, administrative staff, and community members. This information guided the development of Haysville USD 261's response and spending plan. Our ESSER plan considers these recommendations, and their needs are ideas in the plan.

## **Civil Rights Organization including Disability Rights Organizations**

In developing our ESSER III plan, Haysville USD 261 placed phone calls, emails, and mailed letters seeking input from The Sedgwick County Republican at <https://www.sedgwick.gop/contact>, Sedgwick County Democrats at <https://www.sedgwickcountymocrats.com/contact-us>, The American Civil Liberties Union of Kansas at <https://www.aclukansas.org/en/about/contact-us>, and the Campus High School Student Council. The Campus High School Student Council sent members to the focus group meetings and participated in the evaluation process. The other organizations chose not to respond except the ACLU of Kansas, and their response stated that they trust the leadership in Haysville in developing the COVID Learning Loss plan. This information was used to guide the development of our COVID-19 response plan. In addition, multiple meetings were held with large and small group feedback activities designed to elicit group input on the impact of COVID-19 on student learning loss and mitigation strategies to address student needs directly. The district sought feedback on the plan ideas and the strategies for addressing learning loss through meetings, surveys, and the use of Thought Exchange. All participants were asked to complete two surveys, the first identifying the needs for addressing learning loss and the second evaluating the proposed plan in draft form. As a result, the following supports received the most interest from this focus group:

- Hire Social Workers to help address the student's social and emotional needs. If this is not done, the students will not be in any condition to learn and grow.
- Increase support for student social and emotional needs.
- Offer more opportunities for students to seek academic help.

The meeting results and information were presented to the Haysville USD 261 Board of Education, administrative staff, and community members. This information guided the development of Haysville USD 261's response and spending plan. Our ESSER plan considers these recommendations, 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**

In developing our ESSER III plan, Haysville USD 261 pulled all contacts from our student information system for students identified as qualifying for McKinney-Vento, Foster Care, English as a Second Language, IEP, and special education services. The district placed phone calls, emails, and mailed letters seeking input from all families who qualified above and held two additional meetings for families of students identified as qualifying for an IEP and special education services. Participants joined our focus group meetings and follow-up with survey responses. This information was used to guide the development of our COVID-19 response plan. In addition, multiple meetings were held with large and small group feedback activities designed to elicit group input on the impact of COVID-19 on student learning loss and mitigation strategies to address student needs directly. The district sought feedback on the plan ideas and the strategies for addressing learning loss through meetings, surveys, and the use of Thought Exchange. All participants were asked to complete two surveys, the first identifying the needs for addressing learning loss and the second evaluating the proposed plan in draft form. As a result, the following supports received the most interest from this focus group:

- Hire Social Workers to help address the student's social and emotional needs. If this is not done, the students will not be in any condition to learn and grow.
- Increase Para educational support for students identified.
- Increase staff professional development on how to assist students identified as qualifying for McKinney-Vento, Foster Care, English as a Second Language, IEP, and special education services.

The meeting results and information were presented to the Haysville USD 261 Board of Education, administrative staff, and community members. This information guided the development of Haysville USD 261's response and spending plan. Our ESSER plan considers these recommendations, and their needs are ideas in the plan.

### **Provide the public the opportunity to provide input and take such input into account**

Haysville USD 261 used meetings, surveys, and student data to involve subgroups and to ascertain community feedback. This information was used to guide the development of our COVID-19 response plan. Multiple meetings were held with large and small group feedback activities designed to elicit group input on the impact of COVID-19 on student learning loss and mitigation strategies to address each subgroup's needs directly. Surveys were sent to students, staff, and community members of all subgroups to understand better current student learning loss and each group's preference for mitigation strategies. The meeting results and information were presented to the Haysville USD 261 Board of Education, administrative staff, and community members. This information guided the development of Haysville USD 261's response and spending plan. The district held Special Board of Education meetings and sent notice of such meetings to all stakeholders seeking feedback on the plan. The district tied the ESSER III spending plan to the annual needs assessment and asked for feedback from site councils, PTOs, PTAs, and the building advisory teams. This data was combined into a district-wide needs assessment and presented to the Board of Education for approval.

## Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

The COVID-19 pandemic has had multiple impacts on students and staff associated with Haysville USD 261. The effect includes increased mental health issues, anxiety development, and academic learning loss. The time spent in isolation or quarantine causes students to fall behind. As the uncertainty of responses and exposure to the virus continues, students and staff tend to reach for help. This increase in needs has compounded the anxiety and stress level of staff. Students on individual education plans and students who qualify for English language learning received a more significant impact due to restrictions on communication. Students with more significant needs suffer greater when pandemic conditions apply in Haysville students classified as at-risk make up roughly sixty-five percent of the total student population.

Emerging evidence shows that the pandemic has negatively affected academic growth, widening pre-existing disparities. There are worrisome signs in core subjects like math and reading that students might be falling even further behind pre-pandemic expectations in some grades. The indications come from student grades, standardized test scores, and other diagnostic tools used at multiple levels to monitor student academic performance. Even before the pandemic, many students learning English struggled to participate on equal terms in the classroom as they confronted the dual challenge of mastering grade-level content while continuing to learn English. For many English language learners, the abrupt shift to learning from home amid the challenges of the pandemic has made that struggle even harder.

COVID-19 has hurt students in USD 261. Academically, students lost over a year of instruction.

USD 261 State Assessment Scores 2017-2021

Socially & emotionally, 5th-12th grade Hope and Engagement have significantly decreased.

USD 261 Gallup Student Poll 2017-2021

Since returning to in-person instruction, there have been several students who have been referred for social-emotional support. Thirty-two additional students receive mental health support through Haysville schools' agreement with the Mental Health Association. Over 22 percent of elementary students are being serviced through social work services. Fourteen students have been referred for support through the behavioral school psychologist. By November 30, 2021, there had been 18 parent requests for special education evaluations and over 40 school special education referrals due to students' low academic achievement.

Students receiving special education services who historically would have met goals and been recommended for dismissal from special education are continuing services to meet their special education IEP goals (specifically with speech and language services).

Special education students have been identified as needing additional social-emotional support. Of the 22 percent of elementary students receiving social work services, one-fourth of them are students with disabilities. Twelve special education students have been identified as needing additional behavioral support through the behavioral school psychologist. Five special education students have moved away from general education peers to a more restrictive placement for services.

**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 261 plans to implement a Summer Exploration and Enrichment Program for K-5 students during the summer of 2022. This program is designed to enhance and continue the learning process for students throughout the summer to maintain the learning obtained during the school year. This program will allow students to participate in cross-curricular activities using STEM, Art, and Creative Writing classes, which will continue to close the gap from the COVID-19 learning loss. Certified teachers will teach these classes with smaller class sizes for an intentional focus on learning with a smaller student-to-teacher ratio.

Additional special education staff will be hired to address both the academic and social-emotional needs of special education students. In addition, special education support staff (i.e., paraeducators) will receive additional training and collaboration time with special education teachers on student goals, accommodations, and modifications to provide better academic and behavioral support identified within the students' IEPs. This additional training will support intervention implementation through general education and evidence-based interventions.

## **How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Haysville USD 261's Plan for ESSER III fund use includes the following strategies.

- Institute Premium Incentive Pay for all employees hired for a position over the 2021-2022 school year of \$1,000. This incentive pay will be paid monthly over ten months to retain staff over the year. The Premium incentive pay will offset the possible shortage of staffing exacerbated by the pandemic. This action of employee retention directly impacts student performance by providing stable and experience employees and reducing the negative impact of staff shortage.

- Adopting an updated and digital-based curriculum ensures students have continued access to lessons and resources regardless of pandemic academic condition or location.

ELA Curriculum Adoption (K-12): The selected resources will allow teachers to enhance ELA instruction by providing differentiation to combat learning loss and enrich education for all learners. Math Curriculum Adoption (6-12): The selected resources will allow teachers to enhance Mathematics instruction by providing updated and individualized materials to close the learning loss gaps in mathematics and enrich education for all learners.

- Increase the access for students to digital learning devices. For example, we plan to move to a district-wide one-to-one for Chromebook devices to help students access teachers, resources, and learning opportunities.

- Hire additional staff, including full-time substitute teachers, additional testing/educational paraeducators, and social workers to serve students and staff district-wide. The additional staff will let our students know staff members who cover classes and provide academic support. This extra support will provide our students with other educational and mental health services. Additionally, administrators will use the new staff to target those students that the COVID-19 pandemic has exponentially impacted.

- Haysville USD 261 will partner with the University of Kansas School of Medicine to provide a school-based health clinic for student physical and mental health services. The clinic will give onsite health support and telehealth consultation for staff. The SBHC will help with pandemic response, mental health services, and staff consultation.

- Provide supplies and materials used in response to the COVID-19 pandemic. These supplies include cleaning, sanitation, personal protective equipment, water bottles, hand sanitizer, signage, and other materials to ensure continued operations following KDHE, CDC, and Sedgwick County recommendations.

- myPath: This individualized online program will assist K-5 students in closing the learning loss gaps in mathematics.

- Mobile Mind: These online modules will allow additional professional development for USD 261 staff members. These modules are available for staff at their convenience.

- Special education intervention materials will be purchased to enhance the ELA and Math instruction by providing evidence-based instruction within the direct, special education service setting.

- PREPaRE training, developed by the National Association of School Psychologists (NASP) as part of NASP's decade-long leadership in providing evidence-based resources and consultation related to school crisis prevention and response, will be provided to school-employed mental health professionals to develop the knowledge and skill required to provide immediate mental health crisis interventions to the students, staff, and school community members who have been simultaneously exposed to an acute traumatic stressor.

- Haysville USD 261 will provide evening tutor help and summer enrichment classes. The evening tutor help will provide instructional support for students experiencing learning loss. The summer enrichment activities will help students fill in the learning loss gaps associated with the pandemic.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

The Haysville ESSER III response plan will be measured through student academic performance, student mental health surveys, and staff feedback. The educational measures include local and state standardized testing and district-wide diagnostic tools, including uniform and consistent formative assessment items that teachers and leaders can use to review and make decisions about student needs and teacher support. Parent and family feedback will be measured and reported to the Board of Education. Staff climate surveys have been used to measure staff's mental health and needs. USD 261 will purchase myPath from Curriculum Associates for all Kindergarten - 5th-grade students. The myPath Program is an interactive mathematics program that instructs students at their current level of understanding, filling gaps in math achievement and enriching learning for our students who need to move ahead. All students will have the opportunity to utilize myPath during the school day and access the Program after school and at home to close gaps in mathematics.

USD 261 is also using funds to adopt a new English Language Arts (ELA) curriculum for grades K-12 and a new Mathematics curriculum for secondary grades 6-12. This new, updated curriculum will provide access to resources for all students both during and after school hours. The curriculum will have digital resources, intervention, enrichment opportunities, and differentiated instruction to meet the students' needs as we work to close the academic gaps because of the pandemic. All stakeholders are included in the curriculum adoption process to ensure that all students' needs are represented as we decide which resources to adopt.

Providing special education services and interventions to students becomes increasingly difficult when the number of students being serviced increases. Additional licensed staff will allow for more direct instruction with fewer students in a group to target both academic and behavioral growth. Specific paraeducator training on evidence-based intervention implementation for both academics and behavior and time to collaborate with special education instructors will allow consistent and high-quality instructional support for special education students. In addition to the training, uniform, evidence-based instructional materials for special education teachers to use with direct, special education instruction will improve student outcomes. The knowledge and skills developed within the PREPaRE workshop help build a bridge to the psychotherapeutic and trauma-informed mental health response sometimes required to address challenges associated with trauma exposure.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$4,963,077	\$0	\$4,963,077	ESSER III Allocations	\$992,616
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$4,963,077	\$0	\$4,963,077	Amount Still Needed	\$992,616
In Review Total	\$4,963,077	\$0	\$4,963,077	In Review Total	\$992,616
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
261-3-0001	Direct	True	1000	111	11A	\$520,000	Task Force Review
261-3-0002	Direct	True	1000	121	11A	\$70,000	Task Force Review
261-3-0003	Direct	False	1000	150	16	\$292,556	Task Force Review
261-3-0004	Direct	True	1000	210	11A	\$30,000	Task Force Review
261-3-0005	Direct	True	1000	221	11A	\$3,000	Task Force Review
261-3-0006	Direct	True	1000	260	11A	\$700	Task Force Review
261-3-0007	Direct	True	1000	280	11A	\$200	Task Force Review
261-3-0008	Direct	True	1000	290	11A	\$100	Task Force Review
261-3-0009	Direct	False	1000	346	10	\$333,150	Task Force Review
261-3-0010	Direct	False	1000	619	2	\$150,300	Task Force Review
261-3-0011	Direct	False	1000	735	9	\$1,316,467	Task Force Review
261-3-0012	Direct	True	2113	111	12	\$311,408	Task Force Review
261-3-0013	Direct	True	2113	210	12	\$27,200	Task Force Review
261-3-0014	Direct	True	2113	221	12	\$27,229	Task Force Review
261-3-0015	Direct	True	2113	260	12	\$2,271	Task Force Review
261-3-0016	Direct	True	2113	280	12	\$508	Task Force Review
261-3-0017	Direct	False	1000	640	16	\$1,406,968	Task Force Review
261-3-0018	Direct	False	2113	619	2	\$120,000	Task Force Review
261-3-0019	Direct	False	2600	619	2	\$168,576	Task Force Review
261-3-0020	Direct	False	2000	150	16	\$5,279	Task Force Review
261-3-0021	Direct	False	2100	150	11A	\$41,603	Task Force Review
261-3-0022	Direct	False	2200	150	16	\$35,766	Task Force Review
261-3-0023	Direct	False	2300	150	16	\$3,268	Task Force Review
261-3-0024	Direct	False	2400	150	16	\$23,127	Task Force Review
261-3-0025	Direct	False	2500	150	16	\$6,536	Task Force Review
261-3-0026	Direct	False	2600	150	16	\$32,175	Task Force Review
261-3-0027	Direct	False	2700	150	16	\$34,690	Task Force Review

## Line Item Details

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - Certified Salary

**Account Number**

07 E 1000 111 0000 489

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Haysville USD 261 will hire 16 full-time academic support teachers to provide direct student academic support during the school day for those students identified as experiencing learning loss. These academic support teachers will be familiar to the students and will be able to provide educational services without the gap in learning associated with traditional academic support teachers. In addition, these individuals will know about the students, the school procedures, and the curriculum. In the plan development process, multiple stakeholder groups identified increased direct academic support for students with learning loss as the top recommendation. The full-time academic support teachers will be certified instructors and work with identified students based on needs assessments and academic records. This will include students qualifying for McKinney-Vento, Foster Care, English as a Second Language, IEP, and special education services.

Cost:

16 Academic Support teachers (Instructional duties) pay \$20/hr. = \$654K\*)

One was assigned to each of the six elementary schools. (6)

One assigned to HHS/TCDY (1)

Two assigned to HWMS (2)

Three assigned to HMS (3)

Four assigned to CHS (4)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$310,000
<b>Budgeted Expenditures in SFY 2023</b>	\$210,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$520,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - Classified Salary

**Account Number**

07 E 1000 121 0000 489

**Function Code**

1000 - Instruction

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Haysville USD 261 will hire ten full-time Para Professionals to provide direct student academic support during the school day for those students identified as experiencing learning loss. These paras will be familiar to the students and will be able to provide educational services. In addition, these individuals will know about the students, the school procedures, and the curriculum. In the plan development process, multiple stakeholder groups identified increased direct academic support for students with learning loss as the top recommendation. The full-time Para Professionals will work with identified students based on needs assessments and academic records. This will include students qualifying for McKinney-Vento, Foster Care, English as a Second Language, IEP, and special education services.

Cost:

10 Para Professionals (Academic support – Avg. pay \$18/hr. = \$295K\*)

One assigned to each of the six elementary schools (6)

One assigned to each of the two middle schools (2)

One assigned to HHS/TCDS (1)

One assigned to CHS (1)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$35,000
<b>Budgeted Expenditures in SFY 2023</b>	\$35,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$70,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - Premium Pay

**Account Number**

07 E 1000 150 0000 489

**Function Code**

1000 - Instruction

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Institute Premium Incentive Pay for all employees hired for a position over the 2021-2022 school year of \$1,000. This incentive pay will be paid monthly over ten months to retain staff over the year. The Premium incentive pay will be used to offset the possible shortage of staffing exacerbated by the pandemic. This action of employee retention directly impacts student performance by providing stable and experienced employees and reducing the negative impact of staff shortage.  
Premium Pay

Institute Premium Incentive Pay for all employees hired for a position over the 2021-2022 school year of \$1,000. This incentive pay will be paid monthly over ten months to retain staff over the year. The Premium incentive pay will offset the possible shortage of staffing exacerbated by the pandemic. This action of employee retention directly impacts student performance by providing stable and experienced employees while reducing the negative impact of staff shortage. One Vanderbilt study found that "losing a teacher during the school year is linked with a loss of between 32 and 72 instructional days," equating to one-sixth to nearly half of the school year. One unprecedented study collected data on 1.1 million New York elementary school students over a decade and found that students in "grade-levels with a higher turnover score lower in both ELA and math" and eliminating teacher turnover "increased student achievement in math by 2 percent to 4 percent of a standard deviation." As the University Council for Educational Administration emphasizes, mid-year turnover "disrupts the continuity of a child's learning experience," breaking the student-teacher and parent-teacher relationships that have formed and weakening the academic support system for students. Research conducted in recent years in various parts of the country and world has helped clarify the role of teacher pay. Many of these studies have found that increased pay — whether through salary hikes, one-time bonuses, college debt-forgiveness programs, or other new forms of compensation — is associated with: Improved teacher retention. Teacher retention and performance directly impact student performance with a significant impact on students with disabilities, those experiencing homelessness, and students identified as ESOL.

Additional account codes have been added to the system to ensure accurate accounting based on the Kansas Accounting Handbook.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$292,556
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$292,556</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - Insurance

**Account Number**

07 E 1000 210 0000 489

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**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**

Hire additional staff, including full-time substitute teachers, additional testing/educational paraeducators, and social workers to serve students and staff district-wide. The additional staff will let our students know staff members who cover classes and provide academic support. This extra support will provide our students with other educational and mental health services. Additionally, administrators will use the new staff to target those students that the COVID-19 pandemic has exponentially impacted. Haysville USD 261 will provide evening tutor help and summer, enrichment classes. The evening tutor help will provide instructional support for students experiencing learning loss, and the summer enrichment activities will be designed to help students fill in the learning loss gaps associated with the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$15,000
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$30,000</u>

**Status**

Task Force Review

Line Item ID: 261-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - Fica

**Account Number**

07 E 1000 221 0000 489

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Hire additional staff, including full-time substitute teachers, additional testing/educational paraeducators, and social workers to serve students and staff district-wide. The additional staff will let our students know staff members who cover classes and provide academic support. This extra support will provide our students with other educational and mental health services. Additionally, administrators will use the new staff to target those students that the COVID-19 pandemic has exponentially impacted. Haysville USD 261 will provide evening tutor help and summer, enrichment classes. The evening tutor help will provide instructional support for students experiencing learning loss, and the summer enrichment activities will be designed to help students fill in the learning loss gaps associated with the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,500
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 261-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - Unemployment

**Account Number**

07 E 1000 260 0000 489

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Hire additional staff, including full-time substitute teachers, additional testing/educational paraeducators, and social workers to serve students and staff district-wide. The additional staff will let our students know staff members who cover classes and provide academic support. This extra support will provide our students with other educational and mental health services. Additionally, administrators will use the new staff to target those students that the COVID-19 pandemic has exponentially impacted. Haysville USD 261 will provide evening tutor help and summer, enrichment classes. The evening tutor help will provide instructional support for students experiencing learning loss, and the summer enrichment activities will be designed to help students fill in the learning loss gaps associated with the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$350
<b>Budgeted Expenditures in SFY 2023</b>	\$350
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$700</u>

**Status**

Task Force Review

Line Item ID: 261-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - Wellness

**Account Number**

07 E 1000 280 0000 489

**Function Code**

1000 - Instruction

**Object Code**

280 - Health Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Hire additional staff, including full-time substitute teachers, additional testing/educational paraeducators, and social workers to serve students and staff district-wide. The additional staff will let our students know staff members who cover classes and provide academic support. This extra support will provide our students with other educational and mental health services. Additionally, administrators will use the new staff to target those students that the COVID-19 pandemic has exponentially impacted. Haysville USD 261 will provide evening tutor help and summer, enrichment classes. The evening tutor help will provide instructional support for students experiencing learning loss, and the summer enrichment activities will be designed to help students fill in the learning loss gaps associated with the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$100
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<b>Budgeted Expenditures in SFY 2023</b>	\$100
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$200</u>
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**Status**

Task Force Review

Line Item ID: 261-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - KPERS Retiree Sur.

**Account Number**

07 E 1000 290 0000 489

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Hire additional staff, including full-time substitute teachers, additional testing/educational paraeducators, and social workers to serve students and staff district-wide. The additional staff will let our students know staff members who cover classes and provide academic support. This extra support will provide our students with other educational and mental health services. Additionally, administrators will use the new staff to target those students that the COVID-19 pandemic has exponentially impacted. Haysville USD 261 will provide evening tutor help and summer, enrichment classes. The evening tutor help will provide instructional support for students experiencing learning loss, and the summer enrichment activities will be designed to help students fill in the learning loss gaps associated with the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$50
<b>Budgeted Expenditures in SFY 2023</b>	\$50
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$100</u>

**Status**

Task Force Review

Line Item ID: 261-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - SBHC

**Account Number**

07 E 1000 346 0000 489

**Function Code**

1000 - Instruction

**Object Code**

346 - Medical Services

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Haysville USD 261 will partner with the University of Kansas School of Medicine to provide a school-based health clinic for student physical and mental health services. The clinic will give onsite health support and telehealth consultation for staff. The SBHC will help with pandemic response, mental health services, and staff consultation.

Medical Services

Haysville USD 261 will partner with the University of Kansas School of Medicine to provide a school-based health clinic for student physical and mental health services. The clinic will give onsite health support and telehealth consultation for staff. In addition, the SBHC will help with pandemic response, mental health services, and staff consultation. Recent studies have shown that SBHCs provide the following:

Increase school attendance. School-based health centers promote health and educational equity.

Help eligible students enroll in health insurance.

Connect students' family members with health coverage.

Provide reimbursable health services in schools.

Offer services that support at-risk students.

Promote healthy school practices through nutrition, physical activity, and health education.

Improve wellness policies and health programs.

Build local partnerships to support expanded health services.

Reduce emergency room visits.

Create a positive school climate that fosters learning.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$57,150

**Budgeted Expenditures in SFY 2023** \$138,000

**Budgeted Expenditures in SFY 2024** \$138,000

**Total Expenditures** \$333,150

**Status**

Task Force Review

Line Item ID: 261-3-0010



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - Supplies &amp; Materia

**Account Number**

07 E 1000 619 0000 489

**Function Code**

1000 - Instruction

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide supplies and materials used in response to the COVID-19 pandemic. These supplies include cleaning, sanitation, personal protective equipment, water bottles, hand sanitizer, signage, and other materials to ensure continued operations following KDHE, CDC, and Sedgwick County recommendations.

Supplies &amp; Materials

Addressing lost instructional time starts with the goal of providing all students equal access to safe, high-quality, in-person learning. To achieve this goal, school, health, and community partnerships will help ensure families' and students' physical health and safety so that they feel safe and supported returning to in-person learning. To provide a secure environment that contributes to student academic success, we must ensure we have the materials and supplies needed to clean and maintain that environment. Section 2001(e)(1) of the ARP Act requires LEAs to reserve at least 20 percent of their ARP ESSER funds, (1) address the academic impact of lost instructional time<sup>2</sup> through the implementation of evidence-based interventions; (2) ensure that the interventions implemented to respond to students' social, emotional, mental health, and academic needs; and (3) address the disproportionate impact of COVID19 on students from low-income backgrounds, students of color, students with disabilities, multilingual learners, migratory students, students experiencing homelessness, and children and youth in foster care. The student identified as vulnerable populations often have increased health concerns, and proper environmental cleaning and maintenance are required. These supplies include cleaning, sanitation, personal protective equipment, water bottles, hand sanitizer, signage, and other materials to ensure continued operations following KDHE, CDC, and Sedgwick County recommendations.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$100,000
<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
<b>Budgeted Expenditures in SFY 2024</b>	\$300
<b>Total Expenditures</b>	<u>\$150,300</u>

**Status**

Task Force Review

Line Item ID: 261-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - Technology

**Account Number**

07 E 1000 735 0000 489

**Function Code**

1000 - Instruction

**Object Code**

735 - Technology -Related Software

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Increase the access for students to digital learning devices. For example, we plan to move to a district-wide one-to-one for Chromebook devices to help students access teachers, resources, and learning opportunities.

Technology

Increase the access for students to digital learning devices. For example, we plan to move to a district-wide one-to-one for Chromebook devices to help students access teachers, resources, and learning opportunities. The current number of Chromebook devices is divided into three fair-market-value leases. The first agreement covers 2000 Dell 3100 2-in1 Chromebook Computers to protect all students in grades nine through twelve enrolled in Campus High School, Haysville High School, or Tri-City day School. The second agreement covers 2700 Dell Chromebook 3100 2-in-1 Notebook Computers for all PreK - 5th-grade students. The third agreement covers 1400 Dell Chromebook 11 3100 Notebook Computers for all sixth through eighth-grade students. The devices are on three lease agreements to ensure the district can maintain sustainability upon device renewal every three years. As the ESSER Funds are depleted, the district will need to ensure the cost of the devices can be absorbed into the annual budget. Additional technologies include myPath: This individualized online program will assist K-5 students in closing the learning loss gaps in mathematics. This program is designed to individualize instruction, ensuring students have the opportunity to address gaps in learning loss due to the pandemic. The cost of myPath is \$218,801.40. Mobile Mind: These online modules will allow additional professional development for USD 261 staff members. These modules are available for staff at their convenience. Mobile Mind will be used to roll out professional learning opportunities to staff members, including the additional staff hired to address the pandemic learning loss. Professional development specifically targeted to individual needs will quickly address the staff needs and allow staff members to customize the learning to meet the students' individual needs. The cost of Mobile Mind is \$21,000.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$450,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$596,746
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<b>Budgeted Expenditures in SFY 2024</b>	\$269,721
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<b>Total Expenditures</b>	<u>\$1,316,467</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide supporting data including approximately how many devices will be purchased compared to how many devices are out of date or number of students who do not have a device at all.

Line Item ID: 261-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - Social Worker Sala

**Account Number**

07 E 2113 111 0000 489

**Function Code**

2113 - Social Work 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**

This line item is specifically for the Social Workers listed below that have and will serve students' support. Haysville USD 261 has experienced a significant increase in student behavior issues and mental health needs as a direct impact of COVID quarantine and safety protocols. School social workers holistically assess students' mental health, behavioral patterns, emotional well-being, and academic performance, encouraging them to change what is under their control while advising students' families and social networks about ways to modify their behavior to most effectively serve the students. Appreciating the interconnectedness of school, home, and community, social workers, chart a plan of prevention and intervention to support students in all aspects of their lives. Social Workers will specifically identify students experiencing social-emotional trauma and severe learning loss associated with the COVID pandemic. We continue to add to the line item and have not removed any information to ensure we have an accurate history for each proposed expenditure.

Hire additional staff, including full-time substitute teachers, additional testing/educational paraeducators, and social workers to serve students and staff district-wide. The additional staff will let our students know staff members who cover classes and provide academic support. This extra support will provide our students with other educational and mental health services. Additionally, administrators will use the new staff to target those students that the COVID-19 pandemic has exponentially impacted.

**Cost:**

Four Social workers will be selected to serve the growing needs of students directly impacted by the COVID pandemic. The scope of work will include but is not limited to the duties listed below. Salaries will be commensurate with those on the certified salary pay scale ranging from \$45,289 to \$81,417, commensurate with education level and years of experience.

Support would include, but not be limited to:

Providing professional development and materials

Coordinating eligible Categorical Aide and Medicaid reimbursements

Liaise with school personnel and Special Education personnel

Develop a metric for determining the effectiveness of the program

Liaise with McKinney/Vento and Foster service providers and resources

We are developing an information campaign to inform students, parents, and staff of the services available through school Social Workers.

Coordinate Social/Emotional support based on student needs

Liaise with Counselors and Administrators about methods to support students and families impacted by the Covid Pandemic and related disruptions that negatively affect student's success at school

It is estimated that these additional duties will require 10 (ten) days on the

professional contract. That cost is based on the individual daily rate ranging from \$254.44 - \$457.40.

**Benefits:**

School social workers play a critical role in schools and educational settings. Social workers within school systems provide services to students to enhance their emotional well-being and improve their academic performance. One of the school social worker's most valuable roles is to educate members of the school district and community about the value of early assessment, intervention, and treatment by qualified mental health professionals (Maynard-Moody, 1994). Haysville USD 261 has experienced a significant increase in student behavior issues and mental health needs as a direct impact of COVID quarantine and safety protocols. School social workers holistically assess students' mental health, behavioral patterns, emotional well-being, and academic performance, encouraging them to change what is under their control while advising students' families and social networks about ways to modify their behavior to most effectively serve the students. Appreciating the interconnectedness of school, home, and community, social workers, chart a plan of prevention and intervention to support students in all aspects of their lives.

This is the social work additional identified by all subgroup meetings as being needed to address student learning loss by first addressing their social and emotional needs.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$60,784
<b>Budgeted Expenditures in SFY 2023</b>	\$250,624
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$311,408</u>

**Status**

Task Force Review

Line Item ID: 261-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - Social Worker Insu

**Account Number**

07 E 2113 210 0000 489

**Function Code**

2113 - Social Work Services

**Object Code**

210 - Group Insurance

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Hire additional staff, including full-time substitute teachers, additional testing/educational paraeducators, and social workers to serve students and staff district-wide. The additional staff will let our students know staff members who cover classes and provide academic support. This extra support will provide our students with other educational and mental health services. Additionally, administrators will use the new staff to target those students that the COVID-19 pandemic has exponentially impacted.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,750
<b>Budgeted Expenditures in SFY 2023</b>	\$21,450
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$27,200</u>

**Status**

Task Force Review

Line Item ID: 261-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - Social Worker Fica

**Account Number**

07 E 2113 221 0000 489

**Function Code**

2113 - Social Work Services

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Hire additional staff, including full-time substitute teachers, additional testing/educational paraeducators, and social works to serve students and staff district-wide. The additional staff will let our students know staff members who cover classes and provide academic support. This extra support will provide our students with other educational and mental health services. Additionally, administrators will use the new staff to target those students that the COVID-19 pandemic has exponentially impacted.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,779
<b>Budgeted Expenditures in SFY 2023</b>	\$21,450
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$27,229</u>

**Status**

Task Force Review

Line Item ID: 261-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - Social Worker Unem

**Account Number**

07 E 2113 260 0000 489

**Function Code**

2113 - Social Work Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Hire additional staff, including full-time substitute teachers, additional testing/educational paraeducators, and social workers to serve students and staff district-wide. The additional staff will let our students know staff members who cover classes and provide academic support. This extra support will provide our students with other educational and mental health services. Additionally, administrators will use the new staff to target those students that the COVID-19 pandemic has exponentially impacted.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$126
<b>Budgeted Expenditures in SFY 2023</b>	\$2,145
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,271</u>

**Status**

Task Force Review

Line Item ID: 261-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - Social Worker Well

**Account Number**

07 E 2113 280 0000 489

**Function Code**

2113 - Social Work Services

**Object Code**

280 - Health Benefits

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Hire additional staff, including full-time substitute teachers, additional testing/educational paraeducators, and social workers to serve students and staff district-wide. The additional staff will let our students know staff members who cover classes and provide academic support. This extra support will provide our students with other educational and mental health services. Additionally, administrators will use the new staff to target those students that the COVID-19 pandemic has exponentially impacted.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$8
<b>Budgeted Expenditures in SFY 2023</b>	\$500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$508</u>

**Status**

Task Force Review

Line Item ID: 261-3-0017

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - Curriculum Material

**Account Number**

07 E 1000 640 0000 489

**Function Code**

1000 - Instruction

**Object Code**

640 - Books and Periodicals

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Adopting an updated and digital-based curriculum ensures students have continued access to lessons and resources regardless of pandemic academic condition or location. ELA Curriculum Adoption (K-12): The selected resources will allow teachers to enhance ELA instruction by providing differentiation to combat learning loss and enrich education for all learners. Math Curriculum Adoption (6-12): The selected resources will allow teachers to enhance Mathematics instruction by providing updated and individualized materials to close the learning loss gaps in mathematics and enrich education for all learners. Curriculum Purchases

Adopting an updated and digital-based curriculum ensures students have continued access to lessons and resources regardless of pandemic academic condition or location. ELA Curriculum Adoption (K-12): The selected resources will allow teachers to enhance ELA instruction by providing differentiation to combat learning loss and enrich education for all learners. Math Curriculum Adoption (6-12): The selected resources will allow teachers to enhance Mathematics instruction by providing updated and individualized materials to close the learning loss gaps in mathematics and enrich education for all learners. The district has not purchased the curriculum at his point. We have quoted below for the curriculum purchase. The vendors have agreed to allow the use of material for part of the 2022-2023 school year to ensure it is the curriculum for us. The following is a summary of the quotes for the curriculum:  
 Benchmark Advances 2.5 Gr. 3, 4, 5 Classroom 25-copy Package Print and Digital 6-year - \$356,301.00  
 Houghton Mifflin Harcourt Into Math 6-8, AGA, Math 180 - Complete Teacher and Kit - \$199,859.20  
 Houghton Mifflin Harcourt Into Math 6-12, AGA, Math 180 - Complete Teacher and Kit - \$589,897.58  
 Houghton Mifflin Harcourt Into Literature K-12, Version 2 - Complete Teacher and Kit - \$1,021,999.23  
 Houghton Mifflin HarcourtRead 180 /System 44 /English 3D - Complete Teacher and Kit - \$301,227.42  
 All materials will be in the district and available for staff from the start of the agreement throughout the six years. Ensuring we have full access and possession of all material upon adoption. This is the estimated cost of the curriculum addition. The district will have full possession of all curriculum material.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,406,968
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$1,406,968

**Status**

Task Force Review



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - SW Supplies

**Account Number**

07 E 2113 619 0000 489

**Function Code**

2113 - Social Work Services

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide supplies and materials used in response to the COVID-19 pandemic. These supplies include cleaning, sanitation, personal protective equipment, water bottles, hand sanitizer, signage, and other materials to ensure continued operations following KDHE, CDC, and Sedgwick County recommendations.

Supplies &amp; Materials

Addressing lost instructional time starts with the goal of providing all students equal access to safe, high-quality, in-person learning. To achieve this goal, school, health, and community partnerships will help ensure families' and students' physical health and safety so that they feel safe and supported returning to in-person learning. To provide a secure environment that contributes to student academic success, we must ensure we have the materials and supplies needed to clean and maintain that environment. Section 2001(e)(1) of the ARP Act requires LEAs to reserve at least 20 percent of their ARP ESSER funds, (1) address the academic impact of lost instructional time<sup>2</sup> through the implementation of evidence-based interventions; (2) ensure that the interventions implemented to respond to students' social, emotional, mental health, and academic needs; and (3) address the disproportionate impact of COVID19 on students from low-income backgrounds, students of color, students with disabilities, multilingual learners, migratory students, students experiencing homelessness, and children and youth in foster care. The student identified as vulnerable populations often have increased health concerns, and proper environmental cleaning and maintenance are required. These supplies include cleaning, sanitation, personal protective equipment, water bottles, hand sanitizer, signage, and other materials to ensure continued operations following KDHE, CDC, and Sedgwick County recommendations.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$100,000
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$10,000
<b>Total Expenditures</b>	\$120,000

**Status**

Task Force Review

Line Item ID: 261-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - Custodial Supplies

**Account Number**

07 E 2600 619 0000 489

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide supplies and materials used in response to the COVID-19 pandemic. These supplies include cleaning, sanitation, personal protective equipment, water bottles, hand sanitizer, signage, and other materials to ensure continued operations following KDHE, CDC, and Sedgwick County recommendations.

Supplies &amp; Materials

Addressing lost instructional time starts with the goal of providing all students equal access to safe, high-quality, in-person learning. To achieve this goal, school, health, and community partnerships will help ensure families' and students' physical health and safety so that they feel safe and supported returning to in-person learning. To provide a secure environment that contributes to student academic success, we must ensure we have the materials and supplies needed to clean and maintain that environment. Section 2001(e)(1) of the ARP Act requires LEAs to reserve at least 20 percent of their ARP ESSER funds, (1) address the academic impact of lost instructional time<sup>2</sup> through the implementation of evidence-based interventions; (2) ensure that the interventions implemented to respond to students' social, emotional, mental health, and academic needs; and (3) address the disproportionate impact of COVID19 on students from low-income backgrounds, students of color, students with disabilities, multilingual learners, migratory students, students experiencing homelessness, and children and youth in foster care. The student identified as vulnerable populations often have increased health concerns, and proper environmental cleaning and maintenance are required. These supplies include cleaning, sanitation, personal protective equipment, water bottles, hand sanitizer, signage, and other materials to ensure continued operations following KDHE, CDC, and Sedgwick County recommendations.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$100,000
<b>Budgeted Expenditures in SFY 2023</b>	\$38,576
<b>Budgeted Expenditures in SFY 2024</b>	\$30,000
<b>Total Expenditures</b>	<u>\$168,576</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - Premium Pay

**Account Number**

07 E 2000 150 0000 489

**Function Code**

2000 - Support Services

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Institute Premium Incentive Pay for all employees hired for a position over the 2021-2022 school year of \$1,000. This incentive pay will be paid monthly over ten months to retain staff over the year. The Premium incentive pay will be used to offset the possible shortage of staffing exacerbated by the pandemic. This action of employee retention directly impacts student performance by providing stable and experienced employees and reducing the negative impact of staff shortage.  
Premium Pay

Institute Premium Incentive Pay for all employees hired for a position over the 2021-2022 school year of \$1,000. This incentive pay will be paid monthly over ten months to retain staff over the year. The Premium incentive pay will offset the possible shortage of staffing exacerbated by the pandemic. This action of employee retention directly impacts student performance by providing stable and experienced employees while reducing the negative impact of staff shortage. One Vanderbilt study found that "losing a teacher during the school year is linked with a loss of between 32 and 72 instructional days," equating to one-sixth to nearly half of the school year. One unprecedented study collected data on 1.1 million New York elementary school students over a decade and found that students in "grade-levels with a higher turnover score lower in both ELA and math" and eliminating teacher turnover "increased student achievement in math by 2 percent to 4 percent of a standard deviation." As the University Council for Educational Administration emphasizes, mid-year turnover "disrupts the continuity of a child's learning experience," breaking the student-teacher and parent-teacher relationships that have formed and weakening the academic support system for students. Research conducted in recent years in various parts of the country and world has helped clarify the role of teacher pay. Many of these studies have found that increased pay — whether through salary hikes, one-time bonuses, college debt-forgiveness programs, or other new forms of compensation — is associated with: Improved teacher retention. Teacher retention and performance directly impact student performance with a significant impact on students with disabilities, those experiencing homelessness, and students identified as ESOL.

Additional account codes have been added to the system to ensure accurate accounting based on the Kansas Accounting Handbook.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,279
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,279</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - Premium Pay

**Account Number**

07 E 2100 150 0000 489

**Function Code**

2100 - Support Services (Students)

**Object Code**

150 - Additional Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Institute Premium Incentive Pay for all employees hired for a position over the 2021-2022 school year of \$1,000. This incentive pay will be paid monthly over ten months to retain staff over the year. The Premium incentive pay will be used to offset the possible shortage of staffing exacerbated by the pandemic. This action of employee retention directly impacts student performance by providing stable and experienced employees and reducing the negative impact of staff shortage.  
Premium Pay

Institute Premium Incentive Pay for all employees hired for a position over the 2021-2022 school year of \$1,000. This incentive pay will be paid monthly over ten months to retain staff over the year. The Premium incentive pay will offset the possible shortage of staffing exacerbated by the pandemic. This action of employee retention directly impacts student performance by providing stable and experienced employees while reducing the negative impact of staff shortage. One Vanderbilt study found that "losing a teacher during the school year is linked with a loss of between 32 and 72 instructional days," equating to one-sixth to nearly half of the school year. One unprecedented study collected data on 1.1 million New York elementary school students over a decade and found that students in "grade-levels with a higher turnover score lower in both ELA and math" and eliminating teacher turnover "increased student achievement in math by 2 percent to 4 percent of a standard deviation." As the University Council for Educational Administration emphasizes, mid-year turnover "disrupts the continuity of a child's learning experience," breaking the student-teacher and parent-teacher relationships that have formed and weakening the academic support system for students. Research conducted in recent years in various parts of the country and world has helped clarify the role of teacher pay. Many of these studies have found that increased pay — whether through salary hikes, one-time bonuses, college debt-forgiveness programs, or other new forms of compensation — is associated with: Improved teacher retention. Teacher retention and performance directly impact student performance with a significant impact on students with disabilities, those experiencing homelessness, and students identified as ESOL.

Additional account codes have been added to the system to ensure accurate accounting based on the Kansas Accounting Handbook.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$41,603
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$41,603</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - Premium Pay

**Account Number**

07 E 2200 150 0000 489

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Institute Premium Incentive Pay for all employees hired for a position over the 2021-2022 school year of \$1,000. This incentive pay will be paid monthly over ten months to retain staff over the year. The Premium incentive pay will be used to offset the possible shortage of staffing exacerbated by the pandemic. This action of employee retention directly impacts student performance by providing stable and experienced employees and reducing the negative impact of staff shortage.  
Premium Pay

Institute Premium Incentive Pay for all employees hired for a position over the 2021-2022 school year of \$1,000. This incentive pay will be paid monthly over ten months to retain staff over the year. The Premium incentive pay will offset the possible shortage of staffing exacerbated by the pandemic. This action of employee retention directly impacts student performance by providing stable and experienced employees while reducing the negative impact of staff shortage. One Vanderbilt study found that "losing a teacher during the school year is linked with a loss of between 32 and 72 instructional days," equating to one-sixth to nearly half of the school year. One unprecedented study collected data on 1.1 million New York elementary school students over a decade and found that students in "grade-levels with a higher turnover score lower in both ELA and math" and eliminating teacher turnover "increased student achievement in math by 2 percent to 4 percent of a standard deviation." As the University Council for Educational Administration emphasizes, mid-year turnover "disrupts the continuity of a child's learning experience," breaking the student-teacher and parent-teacher relationships that have formed and weakening the academic support system for students. Research conducted in recent years in various parts of the country and world has helped clarify the role of teacher pay. Many of these studies have found that increased pay — whether through salary hikes, one-time bonuses, college debt-forgiveness programs, or other new forms of compensation — is associated with: Improved teacher retention. Teacher retention and performance directly impact student performance with a significant impact on students with disabilities, those experiencing homelessness, and students identified as ESOL.

Additional account codes have been added to the system to ensure accurate accounting based on the Kansas Accounting Handbook.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$35,766
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$35,766</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - Premium Pay

**Account Number**

07 E 2300 150 0000 489

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Institute Premium Incentive Pay for all employees hired for a position over the 2021-2022 school year of \$1,000. This incentive pay will be paid monthly over ten months to retain staff over the year. The Premium incentive pay will be used to offset the possible shortage of staffing exacerbated by the pandemic. This action of employee retention directly impacts student performance by providing stable and experienced employees and reducing the negative impact of staff shortage.  
Premium Pay

Institute Premium Incentive Pay for all employees hired for a position over the 2021-2022 school year of \$1,000. This incentive pay will be paid monthly over ten months to retain staff over the year. The Premium incentive pay will offset the possible shortage of staffing exacerbated by the pandemic. This action of employee retention directly impacts student performance by providing stable and experienced employees while reducing the negative impact of staff shortage. One Vanderbilt study found that "losing a teacher during the school year is linked with a loss of between 32 and 72 instructional days," equating to one-sixth to nearly half of the school year. One unprecedented study collected data on 1.1 million New York elementary school students over a decade and found that students in "grade-levels with a higher turnover score lower in both ELA and math" and eliminating teacher turnover "increased student achievement in math by 2 percent to 4 percent of a standard deviation." As the University Council for Educational Administration emphasizes, mid-year turnover "disrupts the continuity of a child's learning experience," breaking the student-teacher and parent-teacher relationships that have formed and weakening the academic support system for students. Research conducted in recent years in various parts of the country and world has helped clarify the role of teacher pay. Many of these studies have found that increased pay — whether through salary hikes, one-time bonuses, college debt-forgiveness programs, or other new forms of compensation — is associated with: Improved teacher retention. Teacher retention and performance directly impact student performance with a significant impact on students with disabilities, those experiencing homelessness, and students identified as ESOL.

Additional account codes have been added to the system to ensure accurate accounting based on the Kansas Accounting Handbook.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,268
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,268</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - Premium Pay

**Account Number**

07 E 2400 150 0000 489

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Institute Premium Incentive Pay for all employees hired for a position over the 2021-2022 school year of \$1,000. This incentive pay will be paid monthly over ten months to retain staff over the year. The Premium incentive pay will be used to offset the possible shortage of staffing exacerbated by the pandemic. This action of employee retention directly impacts student performance by providing stable and experienced employees and reducing the negative impact of staff shortage.  
Premium Pay

Institute Premium Incentive Pay for all employees hired for a position over the 2021-2022 school year of \$1,000. This incentive pay will be paid monthly over ten months to retain staff over the year. The Premium incentive pay will offset the possible shortage of staffing exacerbated by the pandemic. This action of employee retention directly impacts student performance by providing stable and experienced employees while reducing the negative impact of staff shortage. One Vanderbilt study found that "losing a teacher during the school year is linked with a loss of between 32 and 72 instructional days," equating to one-sixth to nearly half of the school year. One unprecedented study collected data on 1.1 million New York elementary school students over a decade and found that students in "grade-levels with a higher turnover score lower in both ELA and math" and eliminating teacher turnover "increased student achievement in math by 2 percent to 4 percent of a standard deviation." As the University Council for Educational Administration emphasizes, mid-year turnover "disrupts the continuity of a child's learning experience," breaking the student-teacher and parent-teacher relationships that have formed and weakening the academic support system for students. Research conducted in recent years in various parts of the country and world has helped clarify the role of teacher pay. Many of these studies have found that increased pay — whether through salary hikes, one-time bonuses, college debt-forgiveness programs, or other new forms of compensation — is associated with: Improved teacher retention. Teacher retention and performance directly impact student performance with a significant impact on students with disabilities, those experiencing homelessness, and students identified as ESOL.

Additional account codes have been added to the system to ensure accurate accounting based on the Kansas Accounting Handbook.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$23,127
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$23,127

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - Premium Pay

**Account Number**

07 E 2500 150 0000 489

**Function Code**

2500 - Central Services

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Institute Premium Incentive Pay for all employees hired for a position over the 2021-2022 school year of \$1,000. This incentive pay will be paid monthly over ten months to retain staff over the year. The Premium incentive pay will be used to offset the possible shortage of staffing exacerbated by the pandemic. This action of employee retention directly impacts student performance by providing stable and experienced employees and reducing the negative impact of staff shortage.  
Premium Pay

Institute Premium Incentive Pay for all employees hired for a position over the 2021-2022 school year of \$1,000. This incentive pay will be paid monthly over ten months to retain staff over the year. The Premium incentive pay will offset the possible shortage of staffing exacerbated by the pandemic. This action of employee retention directly impacts student performance by providing stable and experienced employees while reducing the negative impact of staff shortage. One Vanderbilt study found that "losing a teacher during the school year is linked with a loss of between 32 and 72 instructional days," equating to one-sixth to nearly half of the school year. One unprecedented study collected data on 1.1 million New York elementary school students over a decade and found that students in "grade-levels with a higher turnover score lower in both ELA and math" and eliminating teacher turnover "increased student achievement in math by 2 percent to 4 percent of a standard deviation." As the University Council for Educational Administration emphasizes, mid-year turnover "disrupts the continuity of a child's learning experience," breaking the student-teacher and parent-teacher relationships that have formed and weakening the academic support system for students. Research conducted in recent years in various parts of the country and world has helped clarify the role of teacher pay. Many of these studies have found that increased pay — whether through salary hikes, one-time bonuses, college debt-forgiveness programs, or other new forms of compensation — is associated with: Improved teacher retention. Teacher retention and performance directly impact student performance with a significant impact on students with disabilities, those experiencing homelessness, and students identified as ESOL.

Additional account codes have been added to the system to ensure accurate accounting based on the Kansas Accounting Handbook.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,536
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,536</u>

**Status**

Task Force Review



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - Premium Pay

**Account Number**

07 E 2600 150 0000 489

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Institute Premium Incentive Pay for all employees hired for a position over the 2021-2022 school year of \$1,000. This incentive pay will be paid monthly over ten months to retain staff over the year. The Premium incentive pay will be used to offset the possible shortage of staffing exacerbated by the pandemic. This action of employee retention directly impacts student performance by providing stable and experienced employees and reducing the negative impact of staff shortage.  
Premium Pay

Institute Premium Incentive Pay for all employees hired for a position over the 2021-2022 school year of \$1,000. This incentive pay will be paid monthly over ten months to retain staff over the year. The Premium incentive pay will offset the possible shortage of staffing exacerbated by the pandemic. This action of employee retention directly impacts student performance by providing stable and experienced employees while reducing the negative impact of staff shortage. One Vanderbilt study found that "losing a teacher during the school year is linked with a loss of between 32 and 72 instructional days," equating to one-sixth to nearly half of the school year. One unprecedented study collected data on 1.1 million New York elementary school students over a decade and found that students in "grade-levels with a higher turnover score lower in both ELA and math" and eliminating teacher turnover "increased student achievement in math by 2 percent to 4 percent of a standard deviation." As the University Council for Educational Administration emphasizes, mid-year turnover "disrupts the continuity of a child's learning experience," breaking the student-teacher and parent-teacher relationships that have formed and weakening the academic support system for students. Research conducted in recent years in various parts of the country and world has helped clarify the role of teacher pay. Many of these studies have found that increased pay — whether through salary hikes, one-time bonuses, college debt-forgiveness programs, or other new forms of compensation — is associated with: Improved teacher retention. Teacher retention and performance directly impact student performance with a significant impact on students with disabilities, those experiencing homelessness, and students identified as ESOL.

Additional account codes have been added to the system to ensure accurate accounting based on the Kansas Accounting Handbook.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$32,175
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$32,175</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III - Premium Pay

**Account Number**

07 E 2700 150 0000 489

**Function Code**

2700 - Student Transportation Services

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Institute Premium Incentive Pay for all employees hired for a position over the 2021-2022 school year of \$1,000. This incentive pay will be paid monthly over ten months to retain staff over the year. The Premium incentive pay will be used to offset the possible shortage of staffing exacerbated by the pandemic. This action of employee retention directly impacts student performance by providing stable and experienced employees and reducing the negative impact of staff shortage.  
Premium Pay

Institute Premium Incentive Pay for all employees hired for a position over the 2021-2022 school year of \$1,000. This incentive pay will be paid monthly over ten months to retain staff over the year. The Premium incentive pay will offset the possible shortage of staffing exacerbated by the pandemic. This action of employee retention directly impacts student performance by providing stable and experienced employees while reducing the negative impact of staff shortage. One Vanderbilt study found that "losing a teacher during the school year is linked with a loss of between 32 and 72 instructional days," equating to one-sixth to nearly half of the school year. One unprecedented study collected data on 1.1 million New York elementary school students over a decade and found that students in "grade-levels with a higher turnover score lower in both ELA and math" and eliminating teacher turnover "increased student achievement in math by 2 percent to 4 percent of a standard deviation." As the University Council for Educational Administration emphasizes, mid-year turnover "disrupts the continuity of a child's learning experience," breaking the student-teacher and parent-teacher relationships that have formed and weakening the academic support system for students. Research conducted in recent years in various parts of the country and world has helped clarify the role of teacher pay. Many of these studies have found that increased pay — whether through salary hikes, one-time bonuses, college debt-forgiveness programs, or other new forms of compensation — is associated with: Improved teacher retention. Teacher retention and performance directly impact student performance with a significant impact on students with disabilities, those experiencing homelessness, and students identified as ESOL.

Additional account codes have been added to the system to ensure accurate accounting based on the Kansas Accounting Handbook.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$34,690
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$34,690</u>

**Status**

Task Force Review



# ESSER III APPLICATION FOR D0311

Status

Task Force Review

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Pretty Prairie	206 E Main, Pretty Prairie, KS 675700218	PO Box 218, Pretty Prairie, KS 675700218
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Ashley Anderson	andersona@usd311.com	(620) 459-6241

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Ashley Anderson	Superintendent	andersona@usd311.com	(620) 459-6241
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Amy Hedrick	hedricka@usd311.com		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1459067/Safe\\_Return\\_to\\_School\\_Plan\\_8.10.21.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1459067/Safe_Return_to_School_Plan_8.10.21.pdf)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

CARES, SPARKS and all donations helped USD 311 through the pandemic in terms of supplies for keeping everyone safe and healthy- masks, extra cleaning supplies, mitigation for classrooms, hallways, and lunchrooms. With ESSER I, USD 311 focused on improving the indoor air quality at our elementary school since the units were not capable of improving air quality. New rooftop units were purchased that provided an outside air entry to aid circulation within the building. With ESSER II, USD 311 made staffing the focus due to larger class sizes and needed mitigation. In addition, we increased staffing to have more teachers because data showed us through AimsWeb and STAR that remote learning was devastating to many of our learners. Once the data from STAR and Aimsweb proved that there was learning loss and that students weren't performing where they should be at certain benchmarks, it became clear that extra teachers were necessary for assisting struggling learners, curriculum needed updated, and screening tools were necessary.

## 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 311 is a small district, we have right around 300 students filling our hallways, PreK-12th grade. The blessing of a small school is the ability to have professional, yet genuine relationships with our students. Finding time to meet with them is fairly easy to do and our technology capabilities now allow us to always be connected while at school. Therefore, surveys were sent to the students in the fall of 2021 in order to learn more about their perceptions of school during the pandemic and how it was going now that we were face-to-face. The survey was created and sent via email to all students in grades 3-12. The students were given time during seminar to complete the survey. Our quantitative data displayed the desire of our students to attend school, they did not prefer the remote or hybrid options. In addition to the quantitative data, many of the groups were interviewed for qualitative input because we also really wanted to know if the classes we were offering in our middle school and high school were even classes the kids wanted to take. The qualitative data showed us that we were missing the mark on offering classes that no one was interested in and not offering classes many students were craving.

Our focus became the secondary schedule and evaluating how to implement the changes our students needed. Due to Covid, many of our students became tech savvy interested in problem solving. We also had an influx of interest in the medical career track. Students expressed a desire for engineering and robotics courses that had not been previously offered in our schedule and a desire for nursing certification. When we evaluated our current teachers and areas of certification, we found that we could offer these classes with our own teachers or by partnering with a local junior college.

We could easily accommodate the student requests by adding another staff member to help with core classes while our current teachers absorbed the Anatomy & Physiology for health, Robotics and Engineering Design. This extra teacher would also give us the additional help we needed when starting our tiered instruction groups. Thus, with ESSER III funds, we are looking at funding a teacher at the secondary level to help us with the needs of our students.

## Families

To help our families understand what we used ESSER I and II money for, and what the data was indicating we needed to use ESSER III for, we created an infographic for our website to help explain. Here is the direct link:  
[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1876/USD\\_311/2144799/ESSER\\_infographic\\_6.7.22.jpg](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1876/USD_311/2144799/ESSER_infographic_6.7.22.jpg)

We also reached out to parents with a survey. We were not surprised to find out that they wanted kids in-person for school versus remote or hybrid situations. We knew we needed and wanted to be proactive with our students and staff and take precautions to keep them healthy and safe upon returning to school so that we could stay in-person.

We used our school messaging service to send the survey to parents. In addition, we used every opportunity- games, programs, bond issue community nights, to ask parents about their desires for our uses with ESSER III money. These were great opportunities to gather feedback and we quickly learned the new teachers we had hired with ESSER II money was exactly what our parents wanted the money spent on. They felt that was the best use of our grant money. They were quick to express their gratitude for the work put in by teachers during the remote era, but felt that the more teachers we could have, the stronger our students would be. In addition, comments were made regarding our out-of-date math and EL curriculum at the grade school. While teachers trusted the resources they were using, it could definitely be argued that there were more updated and tech enhanced options on the market. These conversations transitioned to our building and district leadership teams so that we could get a feel for what others were thinking. All our teachers were reached out to and asked about their desire for a new math curriculum, K-12 and new ELA curriculum, K-8. Unanimously, our teachers agreed to start the process of shopping for a new curriculum to better serve our students. Additionally, any new curriculum has intervention pieces that accompany it to assist with tiered instruction and differentiation. These purchases would be very exciting for our district and extremely helpful as we tackle the learning loss due to Covid. This would be an approved use of ESSER III funds.

We will continue to ask our parents for their input before, during, and after each school year.

## School and District Administrators including Special Education Administration

Being a smaller district, USD 311 created our plan as a result of meeting with our district leadership team and building leadership teams. In addition, any plan we created always went through USD 311 Board of Education and the Reno County Health Department for final approval.

The District Leadership Team is comprised of administration and teachers representing every building and grade level span (i.e. PreK-2, 3-5, 6-8, and 9-12). The Building Leadership Teams have members of the building administrator and building teachers. Due to our SPED cooperative being in Hutchinson, when district or building leadership meetings took place, officials from RCEC were not always able to be present. However, building leaders were always in communication with RCEC administrators and the Superintendent met with the USD 311 board of education representative who served on the RCEC board to verify that all communication was effective and easily transferred from one group to another.

With our most at-risk students, academics are an issue because behavior is not controlled. RCEC did send a behavior interventionist to our district which helped. However, one of our largest classes in the grade school is comprised of our heaviest at-risk population. Using ESSER III funds for an additional teacher in that grade level, to make classes smaller and tiered instruction more effective, has gone over well with administrators, SPED staff, and the community.

We have health issues with our at-risk population too. These were a huge concern during Covid. As we are navigating the waters after the CDC reduced the quarantine time, we continue to involve RCEC and the Reno County Health Department in our decision making to make sure that all our students are protected, safe, and healthy.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

Reno County provides great collaboration opportunities for Superintendents. Being a part of the group was a nice thing when making plans for the year. All documents for returning to school and strategic planning for ESSER funds was the result of bouncing ideas off other district and building leaders in the area.

Our USD 311 classified and certified staff were updated regularly throughout the year regarding survey opportunities and survey results. Being smaller, we have 60 total employees and 28 are teachers. It is fairly easy to "get a pulse" for what is going on around the district. However, the data to prove it is always a good thing. Every PD day, 11 total for the year (six are PD days and four are work days), our staff was invited to attend a session I led and included time for them to fill out a survey as to how things were going. They were also given the opportunity to weigh in about how to use ESSER III funds. The data from all surveys was taken, organized, and used for decision making for our return to school plan, and ESSER spending plan. Obviously, our teachers wanted the extra man-power as their number one priority. They had seen the benefits- our administration had too. Not only were the extra teachers hired now part of the family, their work with kids, and the need for more intensive support, is evident to all our trained educators.

During our PD sessions, tiered instruction was something we needed more training on. We reached out to trainers and found that while our system was "working"... it could be more efficient and effective. Digging into MTSS a little deeper, we discovered that our district needed to focus on Reading instead of trying to hit every core course's learning objectives. Why Reading? Our data was proving to us that our students who were learning to read when the pandemic started, and then had a mixture of remote and hybrid learning needed more intensive interventions. We realized that we had quality core instruction materials, but nothing to help with the next step of Tier II or Tier III student needs. So, we added a research based Phonics purchase from Benchmark Education to our list of ESSER III needs.

Our conversations evolved each time we met. We discussed the need for a universal screening tool to use with our students. Many districts had been sharing about Fastbridge as a way to get baseline data in Math, Reading, and behavior. This would fall under a usage for ESSER III funds and we added it to our list for implementation in 2022-23.

## **Tribes**

While we don't have any tribes in our community, we do have three students in one family who identify as Native American. Contact was made with their family specifically and questions were specifically asked to them regarding how ESSER funds could best support their students. This family has high-performing students but their youngest is in the large class we have at the grade school who benefited this year from an additional teacher in that grade level. This spoke volumes with their feedback because it validated, yet again, how important these staff members are to our district.

## **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. We contacted ACLU-Kansas, Disability Rights Center of Kansas, and Kansas NAACP. While we did not hear back from anyone, we believe that spending our ESSER money on staff members who teach ALL students, no matter their demographics, race, ethnicity, gender, etc. is the best way to support 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**

Our district does not have English Learners, children experiencing homelessness, migratory students, or students who are incarcerated.

Children with Disabilities and Underserved Students: We have an active parent organization that does a lot of great things for our district. Specifically, they do a Daddy-Daughter Dance and a Mother-Son Nerf Gun War. At these events, I try to make connections and met the parents of an elementary student we have who is legally blind. The student uses a Braille machine to communicate her thoughts through her writing. Our elementary principal brought the student to our BOE meeting in April where the student demonstrated her Braille machine for the Board of Education. During the demonstration, the board asked the mother if we could provide anything else for the student's education to enhance it. The mother didn't have an answer at the time. I did look to see if she had filled out our ESSER survey we sent to families. She had specified summer school as an additional learning time for her daughter- socialization that the student gets at school is her biggest need/want during the summer months. In addition, the parents of other students we serve who are on IEP's noted summer school as their biggest desire for our use of ESSER funds.

Children in Foster Care: We have four active churches in our community: First Methodist Church, First Mennonite Church, New Jerusalem Church and Calvary Chapel. The pastors for these churches have been a wonderful support system this school year and we have met regularly to plan and coordinate efforts towards keeping our kids and students safe and healthy. In addition, one of the churches has a Pastor who provides a foster home to children who attend our district. Their family was specifically contacted and asked to complete the survey in order to influence what we do with our ESSER III funds. Their feedback supported the quantitative data from the survey in that additional teachers and reading supplemental materials were the best use of money. In addition, they communicated the need for Summer School for their children and the children of our community. Since COVID hit, Pretty Prairie has not had summer school. This feedback helped us add Summer School financial costs to the use of ESSER III funds.

## **Provide the public the opportunity to provide input and take such input into account**

We have a small main street with only five businesses. A letter was composed and hand delivered to each business informing them of the plans for ESSER III based on our survey results and the opportunity to provide feedback and/or suggestions as to our spending. They were given the KSDE document that explains the 16 approved uses of ESSER funds as well. This way, they had all the information they needed.

Responses varied from a cordial thank you and no feedback, to surveys that were completed. All results pointed to paying for staff and continuing to take precautionary measures with our students' health and safety as the number one priority for the public.

## **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.**

For students and staff at USD 311, Covid impacted everyone. Change is something that is best handled slowly, and when Covid came in, everyone was forced to change quickly- it was a recipe for disaster. All students learned remotely from mid-March through May of 2020. The remote option posed many challenges. The teachers were limited in the restraints of the new learning style. The accountability of learning for our students was difficult to monitor and enforce.

Beginning 2020-2021. USD 311 chose to return to in-person learning with the input of parents, teachers, and students. However, with guidance from the Reno County Health Department, thresholds were placed on the school buildings so that if/when case numbers reached a certain point, remote learning would be a result. For USD 311, Thanksgiving of 2020 became the start of remote learning and no one returned for the remainder of the semester. During this whole school year, a long-term sub we employed daily to float to wherever she was needed... and she was needed daily, in some way. In addition, ESSER II fund

As for the start of the 2021-22 school year, USD 311 started with in-person learning again. This time, the thresholds were released and buildings were to stay open no matter the amount of cases. Individual classrooms and/or students were subject to quarantine periods that coincided with the CDC's guidelines. As students started to find "normal" again with daily school and activities/ functions, learning loss was evident. We were seeing the learning loss as a result of insufficient growth in our benchmark assessments. We were able to compare our student scores to national norms and state norms, and we saw that we were not always performing better than those comparisons. As a result, tiered instruction became our focus for PD training and implementation during the 22-23 school year. In order to do this tiered instruction correctly, we will need to have more adults (our Covid teachers hired with ESSER funds) in place and ready to help us serve kids who need interventions and intensive interventions.

Plans to implement MTSS (Tiered Instruction) is part of our strategic plan and is supported by our district leadership team and the USD 311 board of education. This focus is geared towards #12 on the KSDE document of approved uses of ESSER funds addressing learning loss among students.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

Upon reflection of the data from our benchmarking for the 2020-21 and 2021-22 school years, we are still seeing students who struggle in the classroom more so than they "should" be. Correlations have been made between the students who were participating in remote instruction and staying accountable for their learning being successful. USD 311 will commit to MTSS and tiered instruction for the success of all students who fall into the three tiers, having teachers who can help keep our class sizes smaller and provide intensive interventions are invaluable. Since we have people serving in these roles already, we would like to continue utilizing ESSER funds for this specific need.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

USD 311 will continue to monitor student growth in academics to evaluate the need for teachers who are helping keep our class sizes tolerable and our interventions moving forward. Remaining funds for ESSER III will be designated to support these teachers and purchase of the phonics supplemental program to assist our struggling students who experienced learning loss due to the pandemic.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**



We will be able to continue to reflect and evaluate the need for additional teachers who can be provided through ESSER funds. The data is showing that our students need additional support to be successful, yet they don't qualify for special education- they need classroom support, help with reading and basic math. Teachers of smaller class sizes are able to implement more tiered instruction and differentiation more effectively when the number of students in their rooms is at a ratio conducive for success. When our teachers work with students, they work with a variety of personalities and academic abilities successfully.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$329,518	\$0	\$329,518	ESSER III Allocations	\$65,904
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$329,518	\$0	\$329,518	Amount Still Needed	\$65,904
In Review Total	\$329,518	\$0	\$329,518	In Review Total	\$299,518
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
311-3-0001	Direct	True	1000	111	12	\$115,364	Task Force Review
311-3-0002	Direct	True	1000	111	12	\$115,364	Task Force Review
311-3-0003	Direct	True	1000	650	9	\$9,000	Task Force Review
311-3-0004	Direct	True	1000	649	12	\$12,000	Task Force Review
311-3-0005	Direct	False	1000	649	12	\$30,000	Task Force Review
311-3-0006	Direct	True	1000	111	11A	\$47,790	Task Force Review

## Line Item Details

Line Item ID: 311-3-0001

### Allocation Type

Direct Allocation

### Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

### Account Name

Teacher Salaries- ESSER

### Account Number

07-1000-111-05

### Function Code

1000 - Instruction

### Object Code

111 - Full-Time Certified Salaries

### Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

### **Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to increased enrollment and learning loss due to COVID, an additional teacher is needed in the elementary school in our 4th grade classroom to assist with students who need additional support during MTSS time.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$19,932

**Budgeted Expenditures in SFY 2023** \$60,400

**Budgeted Expenditures in SFY 2024** \$35,032

**Total Expenditures** \$115,364

### Status

Task Force Review

Line Item ID: 311-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Salaries- ESSER

**Account Number**

07-1000-111-05

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to increased enrollment and learning loss due to COVID, an additional teacher is needed in the middle school to reduce class sizes and assist with tiered instruction.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$19,932
<b>Budgeted Expenditures in SFY 2023</b>	\$60,400
<b>Budgeted Expenditures in SFY 2024</b>	\$35,032
<b>Total Expenditures</b>	<u>\$115,364</u>

**Status**

Task Force Review

Line Item ID: 311-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

07-1000-650-05

**Account Number**

Technology Supplies- ESSER

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Screening subscription for Fastbridge to monitor Reading, Math and Behavior progressions over a three year time period to develop a data plan rooted in tiered instruction support.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	<u>\$9,000</u>

**Status**

Task Force Review

Line Item ID: 311-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

07-1000-649-05

**Account Number**

Curriculum- ESSER

**Function Code**

1000 - Instruction

**Object Code**

649 - Other

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Phonics supplemental materials for tiered instruction support at the elementary and middle school. Due to Covid, struggling readers fell more behind and we need materials to assist teachers who have never taught reading to help during MTSS time.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$12,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$12,000</u>

**Status**

Task Force Review

Line Item ID: 311-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

07-1000-649-05

**Account Number**

Curriculum- ESSER

**Function Code**

1000 - Instruction

**Object Code**

649 - Other

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Curriculum resources for Math in grades K-12 and ELA for grades K-8 are outdated and don't support tech enhanced ways of teaching these content areas. Upgrades to curriculum that is out of date would be beneficial for all students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$30,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$30,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

from narrative: All our teachers were reached out to and asked about their desire for a new math curriculum, K-12 and new ELA curriculum, K-8. Unanimously, our teachers agreed to start the process of shopping for a new curriculum to better serve our students. Additionally, any new curriculum has intervention pieces that accompany it to assist with tiered instruction and differentiation. These purchases would be very exciting for our district and extremely helpful as we tackle the learning loss due to Covid. This would be an approved use of ESSER III funds.

Line Item ID: 311-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Salaries- ESSER

**Account Number**

07-1000-111-05

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Summer School will return in 2023 and 2024. Due to Covid, Summer School was not occurring in USD 311. Students are in need of summer school to continue developing their skills and receive enrichment opportunities. Summer school will go from 7:35 to 11:35 each day, no lunch will be served, but morning snack will be provided. We will hire a director each summer at \$25/hr (\$1600 each year.) We will hire six teachers each summer at \$21/hr (\$8064 each year.) We will hire 10 aides each summer at \$16/hr (\$10,240). We will use \$3991 for summer school supplies each summer.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$23,895
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<b>Budgeted Expenditures in SFY 2024</b>	\$23,895
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<b>Total Expenditures</b>	<u>\$47,790</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know approximately how many staff will be hired for summer school and the anticipated pay.

# ESSER III APPLICATION FOR D0398

**Status**

Task Force Review

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Peabody-Burns	506 Elm Street, Peabody, KS 668661216	506 Elm Street, Peabody, KS 668661216
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Antoinette Root	aroot@usd398.com	(620) 983-2198

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Antoinette Root	Superintendent	aroot@usd398.com	(620) 983-2198
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Lisa Hodges		lhodges@usd398.com	
<u>Other District Representative 2 - Name</u>		<u>Other District Representative 2 - E-mail Address</u>	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://www.usd398.net/>

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

All the funds previously received (CARES, SPARKS) have helped USD 398 through the pandemic to purchase supplies to keep everyone safe and healthy. This included masks, extra cleaning supplies, air filters, mitigation for classrooms, hallways and lunchrooms. ESSER I & II funds were use to continue mitigation strategies so that students were able to remain in school the maximum amount of time. ESSER I & II funds were also used to provide additional supplies in classrooms to include furniture that could be easily cleaned, additional tables and chairs so students could be spaced out in the classroom, and standalone air purification systems for each room to help with circulation. In addition we provided additional funding to teachers through premium pay to help when teachers had to take on extra duties when other teachers were not in the building. ESSER III funds will be used to help hire staff to implement systems to address learning loss and social emotional issues as a result of the pandemic. Funds will also be used for technology so that we can be prepared and have up to date equipment to better serve our students incase of at home learning or assist students who can not be at school due to COVID.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### **Students**

In developing our ESSER plan, we conducted a survey and hosted focus groups with student leadership groups to determine their highest levels of need for pandemic related instruction and support. The following supports received the most interest from our students:

- Increase technology to help with learning and learning loss as a result of the pandemic
- Increased staff to help with learning loss as a result of the pandemic
- Increased staff to help with social emotional issues as a result of the pandemic.

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

### **Families**

We have worked closely with our families in developing our ESSER support plan. We have conducted parent/community surveys and have also engaged our building and district leadership team. Through those surveys and conversations, it was clear that parents are most interested in the seeing the following items show up in our ESSER plan:

- Additional personal and staff to help support learning loss and academics due to pandemic
- Expanded social and emotional learning and mental health services due to the pandemic
- Additional instructional materials and resources due to learning loss as a result of the pandemic

You will see that these suggestions from parents are reflective in the plan we developed.

### **School and District Administrators including Special Education Administration**

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. As a result of these meetings, the following have been determined as most important to address in our district. The country schools are part of a Special Education Coop, Marion Country Special Education Cooperative. We meet monthly and discuss all aspects of special education and how we can best support students.

- Additional personal to help students with learning loss due to the pandemic
- Additional instructional materials
- Additional support staff to help students with learning loss due to the pandemic

You will see that this information plays a prominent role in our ESSER plan.

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups including: staff, students, parents, administration and state organizations. Our plans are reflective of those various conversations. We are a very small district with only 5 teachers as part of the union. These teachers are part of our District Curriculum Committee which helps to make decisions, one of the members is in charge of our MTSS program at the JH/HS level and is helping to find the best curriculum and materials for students. Highlights of these collaborative conversations include:

- Staff expressed they would like to see additional staff to help students with learning loss.
- They would also like to see personal for help with social emotional issues.
- They would also like additional materials to help with learning loss due the pandemic.

### **Tribes**



In a review of our student information system, we identified 11 students who reported as members of a tribe. During a focus group meeting with these students and their parents, they indicated the following strategies would be of the greatest benefit to them:

- Increased staff to help students who experiences learning loss due to the pandemic
- Increased opportunities for students to learn and have support as a result of learning loss due to the pandemic
- Support for social emotional issues due to the pandemic.

Our ESSER plan includes these suggestions based on their feedback to best meet the needs of our students.

### **Civil Rights Organization including Disability Rights Organizations**

The district reached out to 6 different civil rights organizations that are in the state. We contacted via email or regular mail. The district heard back from 2 of them and the ACLU responded that they were unable to provide input and the Kansas Action for Children responded that they were reluctant to weight in on the plans for the district but would agree with what we were doing and include early learning. The district has not heard back from the other 4 organizations. In contacting the Kansas Chamber of Commerce, it was determined that we do not have any local civil rights organizations or social organization in the Peabody-Burns area. The country and city offices were also contacted and there they did not know of any local civil rights or social organizations. We have still implemented the following supports which we believe will benefit all populations of our students. Since there are no official Civil Rights groups in our town but have several community groups. The community groups that were contacted were the Warrior Booster Club, PTO, and the Peabody Community Foundation. They were part of our ESSER committee, they were all sent a copy of the survey that was sent out and since we are a small school and community, discussions happen on a frequent basis.

- Increased staff to help with supports due to learning loss as a result of the pandemic at all levels.
- Increased staff to help with social emotional supports due to the pandemic
- Increased materials and technology to help with learning loss due to the pandemic.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. Groups that were included are children with disabilities, children experiencing homelessness, and children in foster care. At the current time we do not have children who fit into the categories of English Learners, migratory students or children who are incarcerated. We have conducted surveys and have also engaged in focus group conversations. Through those surveys and conversations, it was clear that the following supports were most needed.

- Increased staff to help with support for learning loss due to the pandemic
- Increased staff to help with social emotional support of students and staff due to the pandemic
- Increased materials and technology due to learning loss as a result of the pandemic.

You will see that these suggestions are reflective in the plan we developed.

### **Provide the public the opportunity to provide input and take such input into account**

Meetings were held at the district office of public input. We had both parents and community members who attended the meetings. They expressed a desire to increase staff to help students with learning loss and dealing with social emotional issues. Due to having students who are in a situation where funds are not readily available, they would like to make sure that the technology available is up to date so we are ready for what we may face in the future. We sent out a survey to all parents, students and staff and received feedback. For the community, we sent out emails with the link for the survey, sent letters to businesses in the communities that we serve and placed a link to the survey on our website, Facebook and in the electronic newsletter that we sent out. The information we received back was consistent with the feedback we received in the focus groups and in talking with different community individuals.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

All staff and students of USD #398 were impacted by Covid 19. When the pandemic first presented itself, there was a great deal of fear and uncertainty. With very little information and the situation changing daily, this led to a great deal more fear, uncertainty, anxiety and frustration. It seemed there was new information daily and no one was sure what to believe or not believe. Once the initial shock wore off, the staff did the best job they could to engage students from home. This was very difficult as plans were made, plans changed on a daily basis and providing any kind of a decent education to children was close to impossible.

Starting the 2020-21 school year, USD 398 chose to return to in-person learning with input from parents, teachers and students. It was felt that in person was far better than virtual learning. With the help of the Marion County Health Department, guidelines and thresholds were put into place to help protect both staff, students and the community. There were also plans put into place in-case the district would have gone back into remote learning. ESSER II funds were used to help purchase PPE, cleaning and air quality supplies to help reduce the spread of COVID 19.

For the 2022-23 school year, USD 398 had in-person learning all year. Through a KHDE grant, we were able to hire a school nurse to help with the many aspects of COVID 19. The district also kept in place guidelines for mask wearing, quarantine periods and participation in school and activities. These were reviewed by the Board of Education each month. We were also able to purchase curriculum to help with social emotional learning and curriculum to help with learning loss. We implemented a strong MTSS program at the elementary school and with ESSER III funds would like to hire staff to improve our MTSS program at the junior high school and high school.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

In looking at our test scores from the past several years it is evident that we are still experiencing students who are struggling academically. Teachers in different classrooms are seeing a loss of learning. There is a concerted effort to increase our MTSS program at the JH/HS levels to help those students regain what was lost and excel so they can graduate on time and either enter the workforce or college and be prepared to succeed. We would like to use ESSER funds to help supplement this endeavor. It would also require some upgrades in our technology so teachers and students can be better prepared.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

USD #398 will continue to monitor student growth in academics at all levels. We will evaluate both teachers and curriculum to make sure they are meeting the needs of students, to include those in special populations and those with learning loss. ESSER funds will be used to hire staff, support them with technology and provide curriculum if needed.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

We will continue to reflect and evaluate the need for additional staff both academically and social-emotionally. The data we have shows that students have a need for additional support to be successful. We will concentrate on providing students the support that is needed so they can succeed at all levels. Those students who are below grade level, is a focus of the district and an area we want to make sure we address. With a small population in our school, many of our students fit into many categories, so by being able to address all students, we will address those students in special categories. That is a great advantage of a small school. Evidenced based programs that we are currently using and will continue to use include Character Strong for addressing Social Emotional Issues, Fastbridge to help monitor and address learning loss due to Covid 19. At the elementary school we are using Foundations to help with language skills and Top Score Writing to address learning loss in writing skills.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$358,433	\$0	\$358,433	ESSER III Allocations	\$71,687
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$358,433	\$0	\$358,433	Amount Still Needed	\$71,687
In Review Total	\$320,000	\$0	\$320,000	In Review Total	\$220,000
Amount Left	\$38,433	\$0	\$38,433	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
398-3-0001	Direct	True	1000	110	12	\$220,000	Task Force Review
398-3-0002	Direct	False	1000	151	16	\$53,000	Task Force Review
398-3-0003	Direct	False	2000	152	16	\$13,000	Task Force Review
398-3-0004	Direct	False	2000	150	16	\$7,000	Task Force Review
398-3-0005	Direct	False	2000	150	16	\$9,000	Task Force Review
398-3-0006	Direct	False	2000	120	16	\$9,000	Task Force Review
398-3-0007	Direct	False	2710	120	16	\$9,000	Task Force Review

## Line Item Details

Line Item ID: 398-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Salaries - ESSER

**Account Number**

07-1000-110

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to learning loss as a result of COVID, which were reflected in our state assessment scores, we are hiring an MTSS interventionist in English and Math for the JH/HS to help with remediation for all students. This will be one teacher for each subject for two years. We have a very small student body population so this would include both our regular students and any students who fall into the special population categories.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$110,000
<b>Budgeted Expenditures in SFY 2023</b>	\$110,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$220,000</u>

**Status**

Task Force Review

Line Item ID: 398-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Salary - COVID

**Account Number**

07-1000-110

**Function Code**

1000 - Instruction

**Object Code**

151 - Additional compensation paid to teachers

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 398 is requesting \$53,000 for the purpose of providing premium pay for additional compensation for 25 all district certified staff at \$1000 plus taxes per year. This will compensate staff to respond to additional duties that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties will include increased development of resources; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation and additional unexpected or unanticipated supports to meet the needs of students, families and staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$26,500
<b>Budgeted Expenditures in SFY 2023</b>	\$26,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$53,000</u>

**Status**

Task Force Review

Line Item ID: 398-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salaries- Teacher Aids - COVID

**Account Number**

07-1000-120

**Function Code**

2000 - Support Services

**Object Code**

152 - Additional compensation paid to instructional aides and assistants

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 398 is requesting \$13,000 for the purpose of providing premium pay for additional compensation for 6 district teacher aids and paraprofessionals for \$1000 per year plus taxes. This will compensate staff to respond to additional duties that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties will include increased development of resources; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation and additional unexpected or unanticipated supports to meet the needs of students, families and staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,500
<b>Budgeted Expenditures in SFY 2023</b>	\$6,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$13,000</u>

**Status**

Task Force Review

Line Item ID: 398-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salaries - Central Office - Covid

**Account Number**

07-2300-100

**Function Code**

2000 - Support Services

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 398 is requesting \$ 7,000 for the purpose of providing premium pay for additional compensation for 3 central office staff at \$1000 per year plus taxes. This will compensate staff to respond to additional duties that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties will include increased development of resources; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation and additional unexpected or unanticipated supports to meet the needs of students, families and staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,500
<b>Budgeted Expenditures in SFY 2023</b>	\$3,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,000</u>

**Status**

Task Force Review

Line Item ID: 398-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salaries - Building Admin &amp; Secretaries

**Account Number**

07-2400-100

**Function Code**

2000 - Support Services

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 398 is requesting \$9,000 for the purpose of providing premium pay for additional compensation for all building administration and clerical staff at \$1000 per year plus taxes. This will compensate staff to respond to additional duties that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties will include increased development of resources; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation and additional unexpected or unanticipated supports to meet the needs of students, families and staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,500
<b>Budgeted Expenditures in SFY 2023</b>	\$4,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,000</u>

**Status**

Task Force Review

Line Item ID: 398-3-0006



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salaries - Custodial - Covid

**Account Number**

07-2600-120

**Function Code**

2000 - Support Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 398 is requesting \$9,000 for the purpose of providing premium pay for additional compensation for 4 district custodial staff at \$1000 per year plus taxes. This will compensate staff to respond to additional duties that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties will include increased development of resources; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation and additional unexpected or unanticipated supports to meet the needs of students, families and staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,500
<b>Budgeted Expenditures in SFY 2023</b>	\$4,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,000</u>

**Status**

Task Force Review

Line Item ID: 398-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salaries - Bus Drivers - Covid

**Account Number**

07-2710-120

**Function Code**

2710 - Vehicle Operation

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 398 is requesting \$9,000 for the purpose of providing premium pay for additional compensation for 4 district transportation staff at \$1000 per year plus taxes. This will compensate staff to respond to additional duties that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties will include increased development of resources; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation and additional unexpected or unanticipated supports to meet the needs of students, families and staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,500
<b>Budgeted Expenditures in SFY 2023</b>	\$4,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,000</u>

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0426

Status

Task Force Review

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Pike Valley	101 School St., Scandia, KS 66966	Box 291, Scandia, KS 66966
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Steve Joonas	steve.joonas@pikevalley.com	(785) 335-2206

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Morgan Barnhart	Business Manager	morgan.barnhart@pikevalley.com	(785) 335-2206

## 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.pikevalley.com/page/plan-for-safe-return>

## 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 are set to be utilized in the following areas:

1. Summer Learning Programs-- The district plans to utilize the 20% for summer learning for the 2022, 2023, and 2024 summers. These will be based on our Fastbridge spring data and then we will setup our Multi Tier System of Supports program to target each individual student's needs.
2. The input was strongly supportive of trying to help our staff financially where possible. Our focus is to use some of these dollars as a retention bonus to be paid to all employees that return and pay it out in December.
3. Upgrading the HVAC system at our jr/sr high school. By updating these, our air flow will be cleansed thoroughly on a consistent basis and allow for cleaner air throughout the school 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

Students were surveyed via an online platform. The students input included air conditioning, staff raises, and some way of helping with the social-emotional aspects of the students.

Additional requested information-- We actually only had a few students reply to our online survey, so we then scheduled meetings with our students to garner more input. These were done by class and we shared some ideas about how the monies could be spent and they agreed with our thoughts. They also shared that they were concerned about the social ramifications with the pandemic and wanted us to consider using some of these funds toward that concern.

## **Families**

Families were notified of the online survey via our school reach notification system. Our families then participated and gave input via that survey. Their focal points were staff pay and the social-emotional concerns of students. Some also mentioned air conditioning for our gymnasiums.

Additional requested information-- We actually heard back from 38 families via our online survey. Not sure of a total of families, but would guess around 100 overall.

## **School and District Administrators including Special Education Administration**

During our administrative meetings, we discussed the use of ESSER funds on numerous occasions. The focal points for the administrative team included summer learning, pay for staff, after school tutoring and concerns over the social aspects of our students.

Addition for clarification-- I met with the two special education teachers in our buildings and they voice their main concerns were for the social emotional well being of their students. They were worried about how the online piece had effected them emotionally.

Additional requested information-- I met individually with our Special Education Director and she shared the same concern as the two teachers. We had some concerns about the effects of our online learning platform specific to students with disabilities.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

Staff gave input via staff meetings and an online survey. To no surprise, staff pay was high on the list. They also were supportive of summer learning and after school tutoring options. Some also mentioned the purchase of more technology for students.

Addition for clarification-- I met with our negotiation team (KNEA) specifically about the use of ESSER dollars. They voiced (as expected) anything we could do to help support staff financially as they were doing extra cleaning, supervision, etc...

## **Tribes**

In researching and striving for input from tribal groups, it was determined that there were no tribes represented in our district boundaries. We asked our local patrons and the county clerk as well. From there, we looked at our student enrollment and asked for input from any that had any Native American heritage in their background.

Additional requested information-- We did not have any student that identified as Native American on our enrollment forms.

## **Civil Rights Organization including Disability Rights Organizations**

This subgroup was also not found in our district. Since that was the case, we requested input from the Disability Rights Center, but have not had a response.

## **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**

Any of these populations were involved with our student and family surveys. Their information was considered through that platform.

Addition for clarification-- I met with groups of students from different sub groups-- One meeting was with a group of our non caucasian students. This group represented African American, Latino, and those with disabilities. The focus of these discussions focused on student well being and the effects the online piece had on our local students. They also were very appreciative of the extra work our staffs were putting in for them to be able to attend in person.

Additional requested information-- We had no English Learners, we had no students experiencing homelessness, none in foster care at the time, no migratory students, no students that were incarcerated.

I did meet with many of our students on IEP's and they voiced their concern about how the online piece was very hard for them and their mental well being.

Additional request-- The students mentioned possible extra support in the classrooms and also if we could bring back having a counselor available. We have secured a counselor and plan to add an at risk person as well to address these concerns.

### **Provide the public the opportunity to provide input and take such input into account**

The public was notified via facebook post, notification via our school reach notification and then sent out an online survey for input. Ideas from this included staff pay, addressing the social-emotional aspects of the students and air quality. Some also mentioned air conditioning our gymnasiums. They were also very supportive of summer learning programs and after school tutoring.

Additional requested information-- Truly we did not have a good response from our online survey. We only had 10 individuals that responded. We believe that the patrons truly trust the school board and administration to do what is right by all concerned.

### **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.**

First of all, we have not seen any disproportionate data to support any specific need to any specific subgroups. The impact has been noticed at the same rate across all subgroups without any significant difference. We have approximately 235 students PreK-12 in our small district. We did notice that our test data was showing a lack of overall progress from pre pandemic periods.

We have strengthened our MTSS process through continued training, and the ability to manipulate schedules to help us set aside time to meet with students on a more small group type setting. We have noticed improvements via this format in our Fastbridge data, but when we took our state assessments, we have seen dramatic loss in some of our jr/sr high categories. This data is driving our decisions moving forward.

We plan to use the ESSER III set aside 20% to address these concerns via our summer learning programs over the next three summers. We will use the spring Fastbridge data to focus on the specific areas of concern for each student in attendance. We are increasing staff to be able to focus in small groups and continue our efforts in using the Multi Tier System of Support to help each and every student succeed.

Additional Information-- We use the FASTBRIDGE data with a pre and post testing format. The pre test gives us the specific areas that an individual student needs support with. Our summer programming then works with those individuals either one on one or in small groups to focus in on the specific areas of need.

**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 set aside amount will be used to provide summer learning opportunities over the summers of 2022, 2023, and 2024. We utilize our spring Fastbridge data to set our groups and focus on the specific needs of each individual student. We then use our MTSS process to address those needs. We will also consider using at-risk dollars to support an after school tutoring program as well.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

After gathering input from all the groups, it has been decided to focus the dollars on two areas after the lost instructional time concern. First, retention bonuses for all staff. This was very evident from all input that the support was there to help staff financially wherever possible. The plan is to provide a retention bonus for each staff member in December. The other area that we felt was a need was to help in funding the upgrade of our HVAC system at our jr/sr high school. Because these systems were outdated, it was important to improve the air quality circulated throughout our building through an updated system with filters. This will help in decreasing the possible spread of any virus that hits our 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.**

First and foremost, our summer learning programs are open to each and every student. The At Risk help for after school will be focused on the secondary side as that is where we have seen the most need. We also plan to contract out with a Mental Health provider for services at our elementary building to help provide supports on the social-emotional side. We will utilize Fastbridge data to support these interventions moving forward.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$293,208	\$0	\$293,208	ESSER III Allocations	\$58,642
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$293,208	\$0	\$293,208	Amount Still Needed	\$58,642
In Review Total	\$181,991	\$0	\$181,991	In Review Total	\$65,079
Amount Left	\$111,217	\$0	\$111,217	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
426-3-0001	Direct	True	1000	110	11A	\$40,000	Task Force Review
426-3-0002	Direct	True	1000	120	11A	\$8,000	Task Force Review
426-3-0003	Direct	True	2700	120	11A	\$2,800	Task Force Review
426-3-0004	Direct	True	1000	220	11A	\$3,200	Task Force Review
426-3-0005	Direct	True	1000	220	11A	\$615	Task Force Review
426-3-0006	Direct	True	2700	220	11A	\$218	Task Force Review
426-3-0007	Direct	True	1000	260	11A	\$1,100	Task Force Review
426-3-0008	Direct	True	1000	260	11A	\$400	Task Force Review
426-3-0009	Direct	True	2700	260	11A	\$150	Task Force Review
426-3-0010	Direct	True	1000	610	11A	\$4,000	Task Force Review
426-3-0011	Direct	True	2700	626	11A	\$796	Task Force Review
426-3-0012	Direct	True	3100	630	11A	\$3,800	Task Force Review
426-3-0013	Direct	False	1000	110	1A	\$27,000	Task Force Review
426-3-0014	Direct	False	1000	120	1A	\$9,000	Task Force Review
426-3-0015	Direct	False	2400	110	1A	\$2,000	Task Force Review
426-3-0016	Direct	False	2300	110	1A	\$1,000	Task Force Review
426-3-0017	Direct	False	2400	120	1A	\$2,000	Task Force Review
426-3-0018	Direct	False	2300	120	1A	\$2,000	Task Force Review
426-3-0019	Direct	False	2700	120	1A	\$3,000	Task Force Review
426-3-0020	Direct	False	3100	120	1A	\$3,000	Task Force Review
426-3-0021	Direct	False	2600	120	1A	\$3,000	Task Force Review
426-3-0022	Direct	False	1000	220	1A	\$2,066	Task Force Review
426-3-0023	Direct	False	1000	220	1A	\$690	Task Force Review
426-3-0024	Direct	False	2400	220	1A	\$153	Task Force Review
426-3-0025	Direct	False	2300	220	1A	\$77	Task Force Review
426-3-0026	Direct	False	2400	220	1A	\$153	Task Force Review
426-3-0027	Direct	False	2300	220	1A	\$153	Task Force Review
426-3-0028	Direct	False	2700	220	1A	\$230	Task Force Review
426-3-0029	Direct	False	3100	220	1A	\$230	Task Force Review
426-3-0030	Direct	False	2600	220	1A	\$230	Task Force Review

426-3-0031	Direct	False	1000	260	1A	\$405	Task Force Review
426-3-0032	Direct	False	1000	260	1A	\$135	Task Force Review
426-3-0033	Direct	False	2400	260	1A	\$30	Task Force Review
426-3-0034	Direct	False	2300	260	1A	\$15	Task Force Review
426-3-0035	Direct	False	2400	260	1A	\$30	Task Force Review
426-3-0036	Direct	False	2300	260	1A	\$30	Task Force Review
426-3-0037	Direct	False	2700	260	1A	\$45	Task Force Review
426-3-0038	Direct	False	3100	260	1A	\$45	Task Force Review
426-3-0039	Direct	False	2600	260	1A	\$45	Task Force Review
426-3-0040	Direct	False	1000	290	1A	\$130	Task Force Review
426-3-0041	Direct	False	2300	290	1A	\$130	Task Force Review
426-3-0042	Direct	False	2700	290	1A	\$130	Task Force Review
426-3-0044	Direct	False	2200	300	1A	\$59,760	Task Force Review

## Line Item Details

Line Item ID: 426-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified Summer School Salaries-- this would be set aside to help pay for our certified teaching staff to teach our summer learning program for learning loss. We will average 7 certified staff per year

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$10,000

**Budgeted Expenditures in SFY 2023** \$15,000

**Budgeted Expenditures in SFY 2024** \$15,000

**Total Expenditures** \$40,000

**Status**

Task Force Review

Line Item ID: 426-3-0002



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Classified Summer School Salaries-- These funds will pay for our classified help for our summer learning program set for learning loss. We average 4 staff members per year

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,000
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	<u>\$8,000</u>

**Status**

Task Force Review

Line Item ID: 426-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

2700 - Student Transportation Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Driver Salary for Summer School-- this is to pay our driver to transport our summer learning students to address learning loss (set aside) One driver per year, 4 days per week for three weeks.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$800
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,800</u>

**Status**

Task Force Review

Line Item ID: 426-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SS, FICA, Medicare for certified

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$800
<b>Budgeted Expenditures in SFY 2023</b>	\$1,200
<b>Budgeted Expenditures in SFY 2024</b>	\$1,200
<b>Total Expenditures</b>	<u>\$3,200</u>

**Status**

Task Force Review

Line Item ID: 426-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SS, FICA, Medicare for classified

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$155
<b>Budgeted Expenditures in SFY 2023</b>	\$230
<b>Budgeted Expenditures in SFY 2024</b>	\$230
<b>Total Expenditures</b>	<u>\$615</u>

**Status**

Task Force Review

Line Item ID: 426-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

2700 - Student Transportation Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

SS, FICA, Medicare for driver

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$62
<b>Budgeted Expenditures in SFY 2023</b>	\$78
<b>Budgeted Expenditures in SFY 2024</b>	\$78
<b>Total Expenditures</b>	<u>\$218</u>

**Status**

Task Force Review

Line Item ID: 426-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment for certified

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$300
<b>Budgeted Expenditures in SFY 2023</b>	\$400
<b>Budgeted Expenditures in SFY 2024</b>	\$400
<b>Total Expenditures</b>	<u>\$1,100</u>

**Status**

Task Force Review

Line Item ID: 426-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment for classified

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$100
<b>Budgeted Expenditures in SFY 2023</b>	\$150
<b>Budgeted Expenditures in SFY 2024</b>	\$150
<b>Total Expenditures</b>	<u>\$400</u>

**Status**

Task Force Review

Line Item ID: 426-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

2700 - Student Transportation Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment for driver

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$50
<b>Budgeted Expenditures in SFY 2023</b>	\$50
<b>Budgeted Expenditures in SFY 2024</b>	\$50
<b>Total Expenditures</b>	<u>\$150</u>

**Status**

Task Force Review

Line Item ID: 426-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Supplies for summer learning. These will be utilized for the three years of our summer learning program, which is the set aside for summer learning or academic focus. We run themed weeks, so the supplies vary depending on what theme is chosen. We have had STEM, Water, History, etc....

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$1,500
<b>Total Expenditures</b>	<u>\$4,000</u>

**Status**

Task Force Review

Line Item ID: 426-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

2700 - Student Transportation Services

**Object Code**

626 - Gasoline

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Fuel for summer school. We transport our students to our summer learning programs utilized for loss of learning.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$196
<b>Budgeted Expenditures in SFY 2023</b>	\$300
<b>Budgeted Expenditures in SFY 2024</b>	\$300
<b>Total Expenditures</b>	<u>\$796</u>

**Status**

Task Force Review

Line Item ID: 426-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

3100 - Food Service Operations

**Object Code**

630 - Food and Milk

**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**

Snacks for summer school. Again we use our summer learning program to address learning loss. We served 80 the first year and this past summer we served 77. Guessing we will hold around the 80 per year number.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,000
<b>Budgeted Expenditures in SFY 2023</b>	\$1,400
<b>Budgeted Expenditures in SFY 2024</b>	\$1,400
<b>Total Expenditures</b>	\$3,800

**Status**

Task Force Review

Line Item ID: 426-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified Retention Bonus. Sorry, this is not part of our set aside. We would like to give this at Christmas time and this would represent 27 certified staff members for the bonus.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$27,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$27,000

**Status**

Task Force Review

Line Item ID: 426-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Classified Retention Bonus-- sorry this is not meant for set aside-- This will be at Christmas time for 9 classified employees.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$9,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$9,000**Status**

Task Force Review

Line Item ID: 426-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Principal Retention Bonus-- again, sorry this is not meant for the set aside. We plan to give all school personnel a \$1000 retention bonus at Christmas time.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$2,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,000**Status**

Task Force Review

Line Item ID: 426-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Superintendent Retention Bonus-- not meant as part of set aside. Bonus for all employees at Christmas time.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,000**Status**

Task Force Review

Line Item ID: 426-3-0017

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Building Secretary Retention Bonus-- not meant for learning loss-- all employees a bonus at Christmas time.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$2,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,000**Status**

Task Force Review

Line Item ID: 426-3-0018



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Central Office Personnel Retention Bonus-- not meant for set aside-- bonus for all at Christmas time.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$2,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,000**Status**

Task Force Review

Line Item ID: 426-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

2700 - Student Transportation Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Driver Retention Bonus-- not meant for set aside-- bonus at Christmas time

**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**Total Expenditures** \$3,000**Status**

Task Force Review

Line Item ID: 426-3-0020

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

3100 - Food Service Operations

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Food Service Retention Bonus-- not meant for learning loss-- bonus for all at Christmas time

**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**Total Expenditures** \$3,000**Status**

Task Force Review

Line Item ID: 426-3-0021

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Custodial Retention Bonus-- not meant for set aside-- bonus for all at Christmas time for 3 staff members

**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**Total Expenditures** \$3,000**Status**

Task Force Review

Line Item ID: 426-3-0022

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified FICA-- this would cover the SS for our summer learning certified which is to address learning loss.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$2,066**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,066**Status**

Task Force Review

Line Item ID: 426-3-0023

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Classified FICA-- to cover FICA for classified that are working our summer learning program for learning loss (set aside)

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$690**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$690**Status**

Task Force Review

Line Item ID: 426-3-0024

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Principal FICA-- to cover FICA for bonus of principals

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$153
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$153</u>

**Status**

Task Force Review

Line Item ID: 426-3-0025

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Superintendent FICA-- not meant for learning loss-- to pay FICA for the bonus at Christmas time

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$77
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$77</u>

**Status**

Task Force Review

Line Item ID: 426-3-0026

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Building Secretary FICA-- not set aside-- to pay for FICA for bonus

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$153**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$153**Status**

Task Force Review

Line Item ID: 426-3-0027

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Central Office FICA-- not set aside-- to pay for FICA for bonus

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$153**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$153**Status**

Task Force Review

Line Item ID: 426-3-0028

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

2700 - Student Transportation Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Driver FICA

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$230
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$230</u>

**Status**

Task Force Review

Line Item ID: 426-3-0029

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

3100 - Food Service Operations

**Object Code**

220 - Social Security Contributions

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Food Service FICA-- not set aside-- to cover for bonus

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$230
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$230</u>

**Status**

Task Force Review

Line Item ID: 426-3-0030

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Custodial FICA-- not set aside-- meant for bonus

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$230
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$230</u>

**Status**

Task Force Review

Line Item ID: 426-3-0031

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified Unemployment--not set aside-- meant for bonus

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$405
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$405</u>

**Status**

Task Force Review

Line Item ID: 426-3-0032

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Classified Unemployment-- not meant for set aside-- bonus coverage

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$135**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$135**Status**

Task Force Review

Line Item ID: 426-3-0033

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Principal Unemployment-- not meant for set aside-- bonus coverage

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$30**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$30**Status**

Task Force Review

Line Item ID: 426-3-0034



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Superintendent Unemployment-- not set aside-- meant for bonus coverage

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$15**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$15**Status**

Task Force Review

**Line Item Comment from KSDE**

Line Item ID: 426-3-0035

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Building Secretary Unemployment-- not set aside-- meant for bonus coverage

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$30**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$30**Status**

Task Force Review

Line Item ID: 426-3-0036

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Central Office Unemployment-- not set aside-- meant for bonus coverage

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$30**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$30**Status**

Task Force Review

Line Item ID: 426-3-0037

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

2700 - Student Transportation Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Driver Unemployment-- not set aside-- meant to cover bonus

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$45**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$45**Status**

Task Force Review

Line Item ID: 426-3-0038

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

3100 - Food Service Operations

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Food Service Unemployment-- not set aside-- meant for bonus coverage

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$45**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$45**Status**

Task Force Review

Line Item ID: 426-3-0039

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Custodial Unemployment-- not set aside-- meant for bonus coverage

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$45**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$45**Status**

Task Force Review

Line Item ID: 426-3-0040

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

KPER/WAR

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$130**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$130**Status**

Task Force Review

Line Item ID: 426-3-0041

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

KPER/WAR-- not set aside-- to cover bonus

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$130**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$130**Status**

Task Force Review

Line Item ID: 426-3-0042

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

2700 - Student Transportation Services

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

KPERs/WAR-- not set aside-- this is to cover the bonus

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$130
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$130</u>

**Status**

Task Force Review

Line Item ID: 426-3-0044

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Federal Funds

**Account Number**

7

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Mental Health Support-- we plan to continue with utilizing a part time mental health person through a third party to help with the social-emotional aspects of dealing with the pandemic. This represents the estimated cost for next three years. Not part of set aside.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$19,760
<b>Budgeted Expenditures in SFY 2023</b>	\$20,000
<b>Budgeted Expenditures in SFY 2024</b>	\$20,000
<b>Total Expenditures</b>	<u>\$59,760</u>

**Status**

Task Force Review



# ESSER III APPLICATION FOR D0465

**Status**

Task Force Review

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Winfield	1407 Wheat Road, Winfield, KS 671563691	1407 Wheat Road, Winfield, KS 671563691
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Nathan Reed	nathan_reed@usd465.com	(620) 221-5100

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Nathan Reed	Superintendent	nathan_reed@usd465.com	(620) 221-5100

## 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/17IzUxX3iCjPlfSnkNPg0R\\_7oV6mg7MzbUNKGoZY-onA/edit](https://docs.google.com/document/d/17IzUxX3iCjPlfSnkNPg0R_7oV6mg7MzbUNKGoZY-onA/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?**

USD 465 continues to follow the CDC guidelines for keeping schools open, safely. ESSER funds will still be used to offer smaller class size, purchasing PPE, and the opportunity to purchase HVAC units that sanitize the air and improve air quality.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

The students were engaged through a survey provided by the district. There were 55 students that responded and gave their input on what needs we have and how to address those needs with the ESSER III funding. We will be following up with student groups to gauge how effective our strategies are in the coming years.

Their top recommendations are to continue having access to mental health support and academic help from staff, some of which has been added in the ESSER II plan and is part of the ESSER III plan.

Here is a link to our survey results:

<https://docs.google.com/forms/d/1KPRAEyshkAfmR1hVVTifp84ztL07KYSdNwpql7fafig/edit#responses>

## **Families**

We have worked closely with families in gathering input. Our Site Councils, Parent/Teacher Conferences, and other opportunities to ask them what we can do to meet the needs of students with these resources helped inform the ESSER III plan. Families were offered the opportunity with the survey. Through Site Councils in the following years, we will reflect and improve upon the strategies to address learning loss and improve air quality for students based on the challenges brought by COVID. 113 parents/families responded. There top three recommendations are:

- expanded social-emotional support for students.
- additional personnel to support students in the classrooms
- additional behavior supports for students

The main suggestions from families were to continue offering summer school and afterschool academic help as well as mental health support. Also shared was the importance of paying staff well and increasing compensation, when possible.

Referenced

results:[https://docs.google.com/forms/d/15GW8YCM6eTngX0uIKy8FsQp3wwhipP\\_Som\\_JwDsyX9Q/edit#responses](https://docs.google.com/forms/d/15GW8YCM6eTngX0uIKy8FsQp3wwhipP_Som_JwDsyX9Q/edit#responses)

## **School and District Administrators including Special Education Administration**

Through DLT and Admin meeting discussions, BOE meeting input, and survey opportunities, the administrators of the district gave direct input toward creating the ESSER III plan.

A major initiative included in the ESSER III plan is to adopt a district-wide initiative to address mental health and emotional support for students and staff. This is reflected in the plan for the adoption of Capturing Kids' Hearts for the following two years.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

Our teachers, principals, and other school staff were engaged in discussions about the needs they feel students and staff have due to COVID. Those discussions and survey results have led to the creation of the ESSER III plan. 104 staff members responded to the survey.

The main recommendations were to address the social-emotional needs of students, with ever-increasing challenges with even the youngest of learners in our district. Compensation for work associated with the challenges presented by the pandemic was also a statistical leader from staff.

Survey results:

[https://docs.google.com/spreadsheets/d/15ttmPQw83wCL9ccHL\\_0B5XFo5pPinvYS6sPvUv0leLI/edit?resourcekey#gid=118750034](https://docs.google.com/spreadsheets/d/15ttmPQw83wCL9ccHL_0B5XFo5pPinvYS6sPvUv0leLI/edit?resourcekey#gid=118750034)

## **Tribes**

There are no recognized tribal leaders or distinguished specific tribes in our district at present. This sub-group had the opportunity to participate in the community survey. There were 13 responses from 72 families that identified being Native American. We did go ahead and send a specific survey out to Native American families that had the same questions as the general community survey.

Here are the top recommendations:

- summer learning
- afterschool tutoring
- expanded social-motional supports
- additional personnel supports for students

<https://docs.google.com/forms/d/1bf0R6u3Nt9W2zGY91ZKfNEmDomleKTm8g9hejsBiC34/edit#responses>

## **Civil Rights Organization including Disability Rights Organizations**



Contact was made at the state level with ACLU of KS and the Disability Rights Center of KS for input.

As the host district of the special education cooperative, we have worked closely with the leaders and staff to develop a plan that is equitable and addresses the needs of ALL students through the ESSER III planning process. All stakeholder groups had the opportunity to participate in the survey.

The main takeaways from these groups were to support summer school and afterschool initiatives that offer more opportunities for learning with our tier 2 and tier 3 learners that could benefit from the more individualized attention. Additional support for behavioral support services is also mentioned by representatives of this sub-group.

### **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 sent focused sub-group surveys to families that have students with IEPs, another to families of students that are ELL, and another survey to families of migrant students. Each survey carried the same questions and opportunities to share their input. There were 58 respondents out of 662 families with students that have an identified exceptionality. There were two submissions from the 120 families with students identified as ELL. There were zero responses from the two families that are identified as migrants.

The Homeless Liason assisted in developing the ESSER III plan and spoke with families experiencing homelessness, their recommendations were to continue the summer school and after-school program offerings and expanded resources for families experiencing hardships. We did not have any incarcerated students at the time of drafting this plan.

Here are the top recommendations from the sub-group surveys:

- expanded social-emotional supports for students
- additional personnel to support students
- additional behavioral supports for students

### **Provide the public the opportunity to provide input and take such input into account**

The entire Winfield public had the same opportunity to offer input through the survey. It is our plan to make it a semi-annual process to follow-up to reflect, using community input to find out the perceptions of how are plan is having an impact on the desired outcomes provided by the survey results. After reviewing the data and input, the ESSER III plan was initiated, developed, and approved by the USD 465 Board of Education on April 25th, 2022.

Survey data:

[https://docs.google.com/spreadsheets/d/15ttmPQw83wCL9ccHL\\_0B5XFo5pPinvYS6sPvUv0leLI/edit?resourcekey#gid=118750034](https://docs.google.com/spreadsheets/d/15ttmPQw83wCL9ccHL_0B5XFo5pPinvYS6sPvUv0leLI/edit?resourcekey#gid=118750034)

### **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 465 compiled data from academics, social/emotional measures, and attendance to determine the needs of students. It has been determined that at least 42% of all students are identified in at least one at-risk area of academics. Utilizing social/emotional screeners, and office/counseling/social worker referrals, we recognize an increase and significant percentage of students PreK-12 that need support. More than 35% of all students demonstrate the need to address social and emotional challenges. Examining sub-groups and the impact on them from the pandemic (students w/disabilities, ELLs, students in foster care, and students of poverty) it has been determined that over 74% of students in these sub-groups have experienced the loss of learning and or having an emotional impact. Covid-19 has had a negative impact on our FTE of students going from 2171.9 in 19-20 school year down to 2110.3 in 21-22.

**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 plan includes maintaining a tiered system of support for academics and behavior while adding tools that provide a more readily available dashboard for data that will help SIT teams determine needs and interventions for students. We will continue to offer summer learning opportunities and after-school tutoring, geared for tier 2 and 3 students identified with our MTSS system that is already in place. These opportunities will be available for PreK-12 students. We have added positions that serve students including nurses, social workers, counselors, family engagement specialists, instructional coaches, and other special teachers.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

All remaining funds from ESSER III will be used to purchase HVAC units designed to improve air quality in buildings and classrooms. This fits in nicely with our master facility plan.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

The district will continue to monitor student achievement in the areas of academics, social-emotional learning, and mental health, as well as attendance to address the needs created by the COVID 19 pandemic. The data specifically with sub-groups will be monitored and shared frequently with school leaders to offer the most impactful interventions at our disposal.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$3,971,396	\$0	\$3,971,396	ESSER III Allocations	\$794,280
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$3,971,396	\$0	\$3,971,396	Amount Still Needed	\$794,280
In Review Total	\$3,696,700	\$0	\$3,696,700	In Review Total	\$965,000
Amount Left	\$274,696	\$0	\$274,696	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
465-3-0001	Direct	False	2200	110	3	\$1,380,000	Task Force Review
465-3-0002	Direct	False	1000	120	3	\$210,000	Task Force Review
465-3-0003	Direct	False	2200	581	10	\$361,700	Task Force Review
465-3-0004	Direct	True	1000	110	12	\$500,000	Task Force Review
465-3-0005	Direct	False	2200	300	2	\$60,000	Task Force Review
465-3-0006	Direct	True	2200	300	12	\$100,000	Task Force Review
465-3-0007	Direct	False	1000	110	3	\$550,000	Task Force Review
465-3-0008	Direct	True	2200	300	9	\$285,000	Task Force Review
465-3-0009	Direct	False	2200	329	12	\$170,000	Task Force Review
465-3-0010	Direct	True	2200	581	12	\$80,000	Task Force Review

## Line Item Details

Line Item ID: 465-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Full time certified salaries

**Account Number**

32-2200-111-00

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

To address the needs created by COVID 19, we plan on continuing with temporary staff; a nurse (\$50,000), two social workers (\$110,000), two counselors (\$120,000), two 1/2 time specials teachers (music/PE) at \$40,000 and two instructional coaches (140,000). It is our plan to obligate these salaries to the SFY of 2024.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$460,000
<b>Budgeted Expenditures in SFY 2024</b>	\$920,000
<b>Total Expenditures</b>	\$1,380,000

**Status**

Task Force Review

Line Item ID: 465-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Support services (instructional)

**Account Number**

32-1000-111-00

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to challenges created by COVID 19, we plan on continuing to have an additional seven teaching aids in classrooms across the district at a cost of \$70,000 a year; the SFY represents obligated funds for us to continue it that year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$70,000
<b>Budgeted Expenditures in SFY 2024</b>	\$140,000
<b>Total Expenditures</b>	\$210,000

**Status**

Task Force Review

Line Item ID: 465-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Professional Education services

**Account Number**

32-2200-581-00

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

581 - In-District Travel

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Because our staff and students have been negatively affected by the COVID 19 pandemic, the district staff has decided to initiate and implement Capturing Kids' Hearts, a district-wide program to address social/emotional and mental health needs; it is felt that this positive program will have an impact on student learning as well. This includes the training, support, and curriculum necessary.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$142,100
<b>Budgeted Expenditures in SFY 2024</b>	\$219,600
<b>Total Expenditures</b>	<u>\$361,700</u>

**Status**

Task Force Review

Line Item ID: 465-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Addressing learning loss

**Account Number**

32-1010-110-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to the COVID 19 pandemic, that took learning opportunities away, our plan is to continue to offer summer school for tier 2 and tier 3 students. This includes students from special populations. The allocation includes salaries for approximately 50 certified staff and 50 classified staff, transportation costs, and materials necessary to properly run the programs in each building. There is only a review and no new concepts, it is based on the MTSS model. Field trips and experiences such as going to parks for picnics, visiting nursing homes, community engagement events, etc. are part of the summer school experience for students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$250,000
<b>Budgeted Expenditures in SFY 2024</b>	\$250,000
<b>Total Expenditures</b>	<u>\$500,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

COVID 19 PPE

**Account Number**

32-2200-300-00

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The COVID 19 pandemic has made it necessary to have PPE on hand. This allocation is to support Covid-19 exposure efforts with PPE and testing materials. This included proper fitting masks, gloves, gowns, and face shields.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$30,000
<b>Budgeted Expenditures in SFY 2024</b>	\$30,000
<b>Total Expenditures</b>	<u>\$60,000</u>

**Status**

Task Force Review

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Addressing learning loss

**Account Number**

32-2200-300-00

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The COVID 19 pandemic has challenged learners and this allocation is to continue to offer support for students in an after-school setting focused on tier 2 and tier 3 students based upon Fastbridge testing. The students will receive no more than 90 minutes of additional learning help in small groups based on the MTSS model. There will be approximately 30-35 certified and classified staff helping during the year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
<b>Budgeted Expenditures in SFY 2024</b>	\$50,000
<b>Total Expenditures</b>	<u>\$100,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**


Line Item ID: 465-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

additional compensation

**Account Number**

32-1010-110-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to the pandemic caused by COVID 19, we plan for this allocation to compensate staff that continues working with all students that face challenges due to the pandemic including students from vulnerable populations. We are budgeting a premium pay package for all staff of \$500 per year, to likely be paid in December.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$275,000
<b>Budgeted Expenditures in SFY 2024</b>	\$275,000
<b>Total Expenditures</b>	\$550,000

**Status**

Task Force Review

Line Item ID: 465-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

support software for instruction

**Account Number**

32-2200-300-00

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

COVID 19 has created challenges for all students, identifying gaps and communicating with parents and other staff are vital. We are seeking to purchase software that integrates with our student information system, providing a dashboard with data to assist our student intervention teams in determining interventions for individual students facing challenges of learning loss and social-emotional needs exacerbated by the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$95,000
<b>Budgeted Expenditures in SFY 2024</b>	\$190,000
<b>Total Expenditures</b>	\$285,000

**Status**

Task Force Review

Line Item ID: 465-3-0009



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Professional Education services

**Account Number**

32-2200-581-00

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

329 - Other Professional Educational Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

To address learning needs brought on by the COVID 19 pandemic, part of the new focus of our district strategic plan, this allocation is for professional development and tools to recognize and track student engagement in the classroom. This includes training for certified and classified staff. We will accomplish this by implementing Panaroma, an add-on to our SIS that creates a dashboard of data for our intervention teams (SIT) to determine strategies and grouping as well as communicate internally and with parents/guardians as well.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$85,000
<b>Budgeted Expenditures in SFY 2024</b>	\$85,000
<b>Total Expenditures</b>	\$170,000

**Status**

Task Force Review

Line Item ID: 465-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Professional development of staff

**Account Number**

32-2200-581-00

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

581 - In-District Travel

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Facing challenges brought by COVID 19, we plan to utilize this allocation is for alternating staff to attend the Model School Conference. Our leadership teams will learn innovative ways to address learning loss and growing mental health challenges brought on by the pandemic. This year's conference is from June 26-29th, 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$40,000
<b>Budgeted Expenditures in SFY 2024</b>	\$40,000
<b>Total Expenditures</b>	\$80,000

**Status**

Task Force Review



# ESSER III APPLICATION FOR D0492

**Status**

Task Force Review

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Flinthills	806 SE Rosalia, Rosalia, KS 671320188	Box 188, Rosalia, KS 671320188
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Sandra Short	s.short@usd492.org	(620) 476-2237

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Stephanie Girty	Board Clerk	s.girty@usd492.org	(620) 476-2237
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Sandra Short		s.short@usd492.org	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://www.usd492.org/vimages/shared/vnews/stories/60d1e2bbec49c/USD%20492%20Flinthills%20District%20Plan%20for%2021-22%20School%20Year.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 the Butler County Health Department, KDHE, 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 guidance from the organizations mentioned above and we will continue to do so. All funds expended in ESSER III will be reviewed by our local education service center and KSDE to ensure that all expenditures align with best practice, with up-to-date safety requirements, and to ensure it is maximized for a positive impact on student learning and safety.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

## **Students**

The superintendent of schools met with students of the high school student council to discuss the proposed ESSER III plan and to receive feedback. There were many good ideas that came from the student representatives. Some of those ideas were applicable to ESSER funds and some were not. One idea that should be considered going forward is an additional counselor. However, at this time our ESSER funds are not great enough to meet this need nor is it sustainable.

## **Families**

The district conducted a District Site Council meeting to review the ESSER 3 plan on August 9, 2021. In an attempt to get input from community stakeholders, a community survey was conducted. There were 88 responses to the survey. The breakdown included 65 parents and 23 district staff who submitted responses. The breakdown of the Top 3 community responses revealed 53.4% supported "Additional Instructional Materials and Software" purchased, 51.1% supported "Additional Compensation for Staff," and 47.7% supported "additional Personnel Support for Instruction." The other responses gaining some support were "Expanded Outside Social and Emotional Supports" at 36.4%, "Summer Learning Programs" at 35.2%, "Additional Behavioral Supports" at 35.2%, and "After-School Tutoring Programs" at 20.5%. We had already begun Summer Learning Programs during the Summer of 2021 with ESSER II funds, and had purchased Instructional Materials and Software. We also planned to give additional compensation to staff in order to implement new instructional material and software as well as the additional cleaning and sanitation exercises that have been added to their duties.

## **School and District Administrators including Special Education Administration**

Being a school district with 295 students, all three administrators had a hand in developing the ESSER III plan, thus there was approval of the plan. The district also collaborated with our local special education cooperative director to ensure our ESSER III plan supported the needs of all populations of students.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The school district worked directly with our school district bargaining unit to address funding needs and to ensure they met the needs of students, community, and staff. The negotiations were approved with zero no votes to the agreement. The district also collaborated with classified to ensure ESSER 3 was considered to address their willingness to work for the district during this time of a national pandemic

## **Tribes**

In a review of our student information system, we identified 7 students who reported their race as Native American. Although we have already begun conversations with these families and have received some feedback, we are in the process of continuing these conversations through the use of some focused questions so that we can ensure that our funds can provide any additional supports that may be needed. Early information received indicated the following strategies would be of the greatest benefit:

1. Summer Learning Programs
2. Additional Personnel Support for Students needing tiered interventions
3. Evidence Based Materials and Software
4. Retention of Teachers

## **Civil Rights Organization including Disability Rights Organizations**

In order to meaningfully consult with Civil Rights Organizations in our school district, we first considered what internal strategies and action steps we could take. 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, including Disability Rights Organizations. This effort did not produce any contacts for us. As such, our efforts then focused on looking into some external resources to determine if we missed any opportunities for meaningful consultation. We accessed 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 meaningful considerations to ensure that we are being inclusive and mindful of various needs during our decision-making process and the implementation of resources and support through these funds. Lastly, we consulted with neighboring school districts and our regional service center for their feedback and input.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

Our data in our student information system indicated the Flinthills School District does not have students with English Learning needs, nor does it have migratory students. In reviewing our student information system, we confirmed that we serve 61 children with disabilities, 0 English Learners, 0 children experiencing homelessness, 8 children in foster care, 0 migratory students, 0 children who are incarcerated, 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:

1. Summer Learning Programs
2. Additional Personnel Support for Students needing tiered interventions
3. Evidence Based Materials and Software
4. Retention of Teachers

### **Provide the public the opportunity to provide input and take such input into account**

The district conducted a District Site Council meeting to review the ESSER 3 plan on August 9, 2021. In an attempt to get input from community stakeholders, a community survey was conducted. There were 88 responses to the survey. The breakdown included 65 parents and 23 district staff who submitted responses. The breakdown of the Top 3 community responses revealed 53.4% supported "Additional Instructional Materials and Software" purchased, 51.1% supported "Additional Compensation for Staff," and 47.7% supported "additional Personnel Support for Instruction." The other responses gaining some support were "Expanded Outside Social and Emotional Supports" at 36.4%, "Summer Learning Programs" at 35.2%, "Additional Behavioral Supports" at 35.2%, and "After-School Tutoring Programs" at 20.5%. We had already begun Summer Learning Programs during the Summer of 2021 with ESSER II funds, and had purchased Instructional Materials and Software. We also planned to give additional compensation to staff in order to implement new instructional material and software as well as the additional cleaning and sanitation exercises that have been added to their duties.

### **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 Flinthills School District began the 2021 school year in session with no remote learning option. The high school went remote for twelve days in November of 2020 as a precaution after two students tested positive. Generally, the district operated normally during the 2020-21 school year while implementing new procedures through the sports seasons as agreed to by the South Central Border League and the KSHSAA.

The most notable learning loss we saw was in students who opted to be remote all year or for a significant amount of time due to a number of reasons relating to the COVID-19 pandemic. Our district data shows significant losses in ELA and Math between 2019 and 2021. State testing data in ELA shows an increase of Level 1 (low) performers and a decrease of Level 4 (high) performers between 2019-2021. Our Level 4 percentage dropped from a five-year high of 8.39% to an all-time low of 4.31%. Our Level 1 percentage increased from 24.47 - 30.21. We saw similar results in Math as our Level 1 percentage increased from 24.47 to 28.05 and our Level 4 percentage dropped from 7.69 to 2.87. There was no evidence to suggest a disproportionate impact on special populations.

The district did take steps to address social-emotional issues in 2020-21, 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)**

Implement summer enrichment programs and credit recovery services

S. McCombs, J. S., Augustine, C., Schwartz, H., Bodilly, S., McInnis, B., Lichter, D., & Cross, A. B. (2012). Making summer count: How summer programs can boost children's learning. *Education Digest: Essential Readings Condensed For Quick Review*, 77(6), 47-52. Retrieved from [https://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND\\_MG1120.pdf](https://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND_MG1120.pdf)

Terzian, M., & Moore, K. A. (2009). What works for summer learning programs for low-income children and youth: Preliminary lessons from experimental evaluations of social interventions. Washington, DC. Author. Retrieved from <https://www.childtrends.org/wp-content/uploads/2009/09/2009-41WWSummerLearning.pdf>

Browne, D. (2013). Think summer: Early planning, teacher support boost summer learning programs. *Journal of Staff Development*, 34(6), 46-49. Retrieved from <https://learningforward.org/docs/default-source/jsd-december-2013/browne346.pdf?sfvrsn=2>

Sloan McCombs, J., Augustine, C. H., Schwartz, H. L., Bodilly, S. J., McInnis, B., Lichter, D. S., & Brown Cross, A. (2012). Making summer count: How summer programs can boost children's learning. *Education Digest: Essential Readings Condensed for Quick Review*, 77(6), 47-52. Retrieved from <https://eric.ed.gov/?id=EJ978299> Full text available from

<https://www.wallacefoundation.org/knowledge-center/pages/making-summer-count-how-summer-programs-can-boost-childrens-learning.aspx>

Nastu, J. (2011). Early intervention and credit recovery programs are helping at-risk students succeed. eSN Special Report: Keeping students on a path to graduation. Retrieved from <http://Nastu.schoolnews.com/2011/02/22/esn-special-report-keeping-studentson-a-path>

Oliver, K., Osborne, J., P Bottoms, G., & Anthony, K. (June, 2005). Raising achievement and improving graduation rates: How nine High Schools That Work sites are doing it. Southern Regional Education Board.

Watson, J., & Gemin, B., (2008). Using on-line learning for at-risk students and credit recovery. Vienna, VA: North American Council for Online Learning. Retrieved from [http://www.inacol.org/research/promisingpractices/NACOL\\_CreditRecovery\\_PromisingPractices.pdf](http://www.inacol.org/research/promisingpractices/NACOL_CreditRecovery_PromisingPractices.pdf)

<http://www.inacol.org/research/p>

Provide research based professional learning opportunities and supports for staff

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. Learning Policy Institute. [https://learningpolicyinstitute.org/sites/default/files/product-files/Effective\\_Teacher\\_Professional\\_Development\\_REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf).

Darling-Hammond, L. & Richardson, N. (2009). Research Review/Teacher Learning: What Matters? *How Teachers Learn*, 66(5), 46-53. <http://www.ascd.org/publications/educational-leadership/feb09/vol66/num05/Teacher-Learning@-What-Matters%2%A2.aspx>

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. Learning Policy Institute. [https://learningpolicyinstitute.org/sites/default/files/product-files/Effective\\_Teacher\\_Professional\\_Development\\_REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf).

National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication no. 00-4769). National Institute of Child Health & Development. <https://www1.nichd.nih.gov/publications/pubs/nrp/Documents/report.pdf>

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Purchase Additional Instructional Materials and Software

\$55,000

To support students with evidence-based instructional materials and software. This was the #1 supported item in the district's community.

Retention & Premium Pay

\$49,000

To support those who are providing extra services and willing to continue working in a pandemic environment. This item was the #2 supported item in the district's community survey at 50.6%.

Additional Instructional Personnel to Support Students

\$78,000

We have hired 2 additional instructional paraprofessionals who will also help implement MTSS at the Middle/Secondary level over the next three years.

Summer Learning Programs

\$89,678

The school district utilized \$24,000 of ESSER II funds to address learning loss in the Summer of 2021. In ESSER III the district proposes to continue and enhance its summer school program through the Summer of 2024.

Total

\$271,678

**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.



## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$271,868	\$0	\$271,868	ESSER III Allocations	\$54,374
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$271,868	\$0	\$271,868	Amount Still Needed	\$54,374
In Review Total	\$271,868	\$0	\$271,868	In Review Total	\$167,368
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
492-3-0001	Direct	True	1000	120	2	\$46,000	Task Force Review
492-3-0002	Direct	True	1000	110	2	\$66,994	Task Force Review
492-3-0003	Direct	False	2222	120	2	\$1,000	Task Force Review
492-3-0004	Direct	False	3100	120	2	\$3,000	Task Force Review
492-3-0005	Direct	False	2400	120	2	\$3,000	Task Force Review
492-3-0006	Direct	False	2400	110	2	\$2,000	Task Force Review
492-3-0007	Direct	False	1000	610	2	\$52,294	Task Force Review
492-3-0008	Direct	False	1000	110	2	\$23,000	Task Force Review
492-3-0009	Direct	False	1000	120	2	\$6,000	Task Force Review
492-3-0010	Direct	False	2730	120	2	\$3,500	Task Force Review
492-3-0011	Direct	False	2630	100	2	\$6,000	Task Force Review
492-3-0012	Direct	False	2300	120	2	\$1,000	Task Force Review
492-3-0013	Direct	False	2300	110	2	\$1,000	Task Force Review
492-3-0014	Direct	True	1000	100	12	\$54,374	Task Force Review
492-3-0015	Direct	False	1000	322	12	\$2,706	Task Force Review

## Line Item Details

Line Item ID: 492-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Para Pay

**Account Number**

37-000-1000-120

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We have hired 2 additional instructional paraprofessionals who will also help implement MTSS at the Middle/Secondary level over the next three years.

<b>Budgeted Expenditures in SFY 2021</b>	\$26,000
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<b>Budgeted Expenditures in SFY 2022</b>	\$10,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$46,000
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**Status**

Task Force Review

Line Item ID: 492-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Teacher

**Account Number**

37-000-1000-110

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The school district utilized \$24,000 of ESSER II funds to address learning loss in the Summer of 2021. In ESSER III the district proposes to continue and enhance its summer school program through the Summer of 2024. We are employing 4 teachers each summer.

<b>Budgeted Expenditures in SFY 2021</b>	\$27,500
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<b>Budgeted Expenditures in SFY 2022</b>	\$20,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$19,494
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$66,994
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**Status**

Task Force Review

**Line Item Comment from KSDE**

How many staff due you anticipate each summer?

Line Item ID: 492-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Library Staff

**Account Number**

37-000-2222-120

**Function Code**

2222 - School Library Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay for 1 librarian, paid 8/21

**Budgeted Expenditures in SFY 2021** \$1,000**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,000**Status**

Task Force Review

Line Item ID: 492-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Kitchen Staff

**Account Number**

37-000-3100-120

**Function Code**

3100 - Food Service Operations

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay for 3 staff members, paid 8/21

**Budgeted Expenditures in SFY 2021** \$3,000**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide us with more specific information on what instructional materials and software will be purchased.

Line Item ID: 492-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III School Staff

**Account Number**

37-000-2400-120

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for 3 school secretaries, paid 8/21

**Budgeted Expenditures in SFY 2021** \$3,000**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,000**Status**

Task Force Review

Line Item ID: 492-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III School Principal

**Account Number**

37-000-2400-110

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for 2 school principals, paid 8/21

**Budgeted Expenditures in SFY 2021** \$2,000**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide us with more specific information on what instructional materials and software will be purchased.

Line Item ID: 492-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Teaching Supplies

**Account Number**

37-000-1000-610

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

To support students with evidence-based instructional materials and software. This was the #1 supported item in the district's community.

Social-Emotional Learning Activities- Teacher Direct

Writing Units for all 4 writing types -Teacher Pay Teachers

IXL Learning App

Uncovering the Logic of English: A common-Sense Approach to Reading, Spelling, and Literacy - Amazon

Decodable Phonics Book Series - Dragon Egg Series set of 10 books - High Noon Books

Prentice-Hall Writing and Grammar Grades 9-12 - Follett School Solutions

Boomlett Learning Science 5th grade - ESSDACK

Yearly subscription to Flocabulary

180 Days of Geography 5th grade - Teacher Direct

Number & Counting Folder Game Library Prek-k - Lakeshore Learning

Learning Without Tears Curriculum

Decodable readers - The Adventures of Doc Leeda Set - High Noon Books

Magnetic Bus Set - Pathways to Reading

Magnetic Vowel Mount Picture Set - Pathways to Reading

Wonders Reading curriculum - McGraw Hill

All Purchased 5/22

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$52,294

**Budgeted Expenditures in SFY 2023** \$0

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$52,294

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide us with more specific information on what instructional materials and software will be purchased.

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Teacher

**Account Number**

37-000-1000-110

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay for 23 teachers, paid 8/21

**Budgeted Expenditures in SFY 2021** \$23,000**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$23,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know how many staff, how much per staff, and the day date.

Line Item ID: 492-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Para Pay

**Account Number**

37-000-1000-120

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay for 6 paras, paid 8/21

**Budgeted Expenditures in SFY 2021** \$6,000**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$6,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know how many staff, how much per staff, and the day date.

Line Item ID: 492-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Transportation

**Account Number**

37-000-2730-120

**Function Code**

2730 - Vehicle Servicing and Maintenance

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for 7 bus drivers, paid 8/21

**Budgeted Expenditures in SFY 2021** \$3,500**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,500**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know how many staff, how much per staff, and the day date.

Line Item ID: 492-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Custodial Staff

**Account Number**

37-000-2630-100

**Function Code**

2630 - Care and Upkeep of Grounds

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for 6 custodians, paid 8/21

**Budgeted Expenditures in SFY 2021** \$6,000**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$6,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know how many staff, how much per staff, and the day date.

Line Item ID: 492-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III District Clerk

**Account Number**

37-000-2300-120

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for board clerk, paid 8/21

**Budgeted Expenditures in SFY 2021** \$1,000**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know how many staff, how much per staff, and the day date.

Line Item ID: 492-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Superintendent

**Account Number**

37-000-2300-110

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay for Superintendent , Paid 8/21

**Budgeted Expenditures in SFY 2021** \$1,000**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Please let us know how many staff, how much per staff, and the day date.

Line Item ID: 492-3-0014



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Teacher Salary

**Account Number**

06-000-1000-100

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional MTSS Teacher, paid throughout FY22 and will employ again in FY23

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$27,187**Budgeted Expenditures in SFY 2023** \$27,187**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$54,374**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide more information

Line Item ID: 492-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

1000

**Account Number**

322

**Function Code**

1000 - Instruction

**Object Code**

322 - Instructional Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Fastbridge training and technology service.

**Budgeted Expenditures in SFY 2021** \$2,706**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,706**Status**

Task Force Review



# ESSER III APPLICATION FOR D0509

**Status**

Task Force Review

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
South Haven	229 Kickapoo Avenue, South Haven, KS 671400229	PO Box 229, South Haven, KS 671400229
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Dorsey Burgess	dorseyburgess@usd509.org	(620) 892-5215

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Dorsey Burgess	Superintendent	dorseyburgess@usd509.org	(620) 892-5215

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://shs-ks.schoolloop.com/ksde>

## 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?**

South Haven USD 509 has continued to respond to the many challenges the pandemic has presented to schools. Our main goal has always been to operate our schools in an in-person learning model. With that in mind, we will continue to spend funds on technology, i.e., Interactive Boards, Chromebooks, and iPads for our Prek-12 students and staff so that remote learning, if necessary, may remain an effective method of teaching and learning. We will continue to add identified curriculum and software to help the success of our students. To assist in addressing learning loss k-12 but specifically noted at the elementary level, USD 509 has added staff to allow for more 1:1 direct instruction. The district has purchased Illuminate Education/Fastbridge to assist in identifying gaps in student learning and to monitor their progress in both math and reading. To also address the drop in reading scores, we currently have staff members receiving LETRS training. Included within Fastbridge is SAEBRS (Social, Academic, and Emotional Behavior Risk Screener), which USD 509 will use to help identify those who are at risk for social-emotional behavior problems. To address our students Social Emotional Learning (SEL) and loss in academics, we will spend funds on a k-12 extended summer learning program that addresses both academics and SEL. Personal Hygiene and extra facility cleaning practices have been a major focus to help mitigate the spread of COVID and other pathogens. To meet these needs, we will continue to purchase cleaning supplies along with other PPE in preparation of an outbreak. We will also continue to monitor CDC guidelines and follow all federal, state and county health orders.

# 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 509 used a survey to collect input from 3-5 and 6-12 students with a 95% return rate. The district also used smaller group settings "Cardinal Time" for grades 6-12 to share and discuss with our students what they felt they needed for safety and academic success. The student feedback we received identified the areas of apathy/motivation and mental health as high needs. We took these recommendations into consideration as we developed our ESSER III plan.

## Families

We sent out surveys and a letter to all parents asking for input in the areas they felt we needed to address with our ESSER funds (38% return rate). We also shared the request for feedback on our website. Additionally, we contacted parents of sub groups to collect specific feedback on the areas they felt we could spend the grant money. Much of the feedback received, targeted expenditures that benefitted the learning needs of all students, more specifically additional staff support for academic intervention and Summer learning programs. These suggestions are reflective in the plan we developed.

## School and District Administrators including Special Education Administration

School administrators in conjunction with the District Leadership Team (DLT) worked throughout the pandemic to identify needs/potential expenditures that would assist in increasing student learning. South Haven's superintendent met monthly (at a minimum) with all Sumner County superintendents and our Interlocal Special Education Director and sought input on the most effective way to effect growth in student learning using ESSER funds. Multiple meetings were held virtually between the regular monthly meetings. All Sumner superintendents shared the intended expenditures and gave feedback.

## Teachers, Principals, School leaders, other Educators, School Staff and their Unions

During weekly Profession Learning Community (PLCs) meetings, the administration and individual DLT members shared and received quality feedback on what was needed for effective teaching and learning during a pandemic. A survey was administered to all USD 509 staff (teachers, leaders, and school staff), with a 75% return rate, seeking input on how to help and improve our student learning by addressing the SEL challenges that the pandemic presented to our district. Staff meetings and inservice days also gave time for our staff to share in the process. ESSER fund spending was also shared and actively discussed at Board of Education meetings. Seeking additional feedback, our district grant spending plan was also shared at a district site council meeting with the purpose of identifying ways to improve student learning.

## Tribes

This district shared our grant spending plan with the leaders and student members of the South Haven Native American Student Association (NASA) seeking input. This organization involves both parents and students who are identified as Native American. These students/families participated in the student and family surveys and shared feedback on our grant spending plan.

## Civil Rights Organization including Disability Rights Organizations

We have reached out to several of these organizations and have received some feedback, but are still waiting for feedback from others. We included how we are planning to spend the funds and requested input from each organization if they felt our plan was missing something or needed to be changed. Specifically, we have good feedback from the United Way and from the Disability Rights Center of Kansas where they supported summer school and tutoring. The American Civil Liberties Union of Kansas, while not giving specific suggestions, supported spending serving all students in need.

## 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 509 sent surveys to all parents in the district. We currently do not have any ELL students, children experiencing homelessness, migratory students, or children who are incarcerated. We specifically reached out individually to parents of foster care students and students with disabilities, in addition to our American Indian families. We sought additional input from these parents as we developed our grant funds spending plan.

The Kansas Disability Rights Center of Kansas completed our district survey supporting, in general supporting the district's spending plan. The ACLU did not complete our survey, an instead provided an universal response, "We cannot comment on how to spend these funds specifically, but certainly there are resources to ensure that your staff is trained and informed about serving all students, and especially those in need. You may consider looking at ACLU's Know Your Rights (<https://www.aclu.org/know-your-rights/>) and the Learning for Justice resources geared specifically for educators (<https://www.learningforjustice.org/>)."

### **Provide the public the opportunity to provide input and take such input into account**

We have shared our spending plan on the district website and have asked for feedback from all who might identify elements that need to be changed or added to address student needs. We have also share our plan with the district Site Council. Our monthly Board of Education meetings are open to the public and include an agenda item for public comment.

### **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 509 is a rural school district with around 215 public school students housed in one Prek-12 building. During the pandemic, our students and staff have been required to quickly pivot or adapt the learning/teaching model as the pandemic and state/federal regulations impacted our community. Our school has remained open throughout the pandemic since the fall of 2020. With that in mind, our district effectively utilized remote learning for nearly all students required to isolate or quarantine. Incorporating remote learning into a live classroom with students has been a real challenge, but we found ways to make it work for the benefit of our students. Extended school days were added to the calendar to give students extra time to assist in keeping our learning loss to a minimum. We have also added a Summer school session to address academics and social/emotional growth for all students.

The pandemics greatest affect on our students has centered on a loss in social/emotional growth, upper elementary reading and lower high school math. Our student populations of English learners, students in foster care, and students with disabilities range from extremely low to moderately low, or we have no students in that subgroup. Our low SES subgroup, while small, has shown a slightly larger learning loss in reading. The pandemic has and continues to create many challenges for our students and staff, including a great deal of added mental stress. Our social worker has adapted her schedule the meet the needs of students and staff. We continue to make adjustments with regards to safety issues as the situation changes with the virus and its variants.

**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 lost instructional time, USD 509 has adopted Fastbridge Learning to assist in identifying student learning loss/gaps and has adapted the Middle/High School schedule, giving students an additional 25 minutes per day to seek instructional help from specific teachers. This is in addition to an MTSS hour. After school assistance has been made available for all 6-12 students. In addition to hiring a certified teacher as our Reading Specialist on Early Literacy, i.e., segmentation, decoding words, and analyzing word parts, USD 509 has fine tuned their elementary MTSS schedule to include 1 1/2 hours of tiered instructional time to address loss of learning and instructional time. We added a summer school program that addresses the areas of reading, math, and social/emotional learning to address the learning loss in these areas.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

USD 509 will continue to provide safety equipment such as masks when needed. We will also continue deep cleaning in the building to help mitigate the spread of the virus and other diseases. Our custodial staff will perform extra hours of cleaning as needed. Additional cleaning and safety supplies will be purchased as the need arises. We will continue to teach good personal hygiene to our students and staff, and will continue to train our staff on safety issues.

**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 the grant funding will be monitored through an ongoing review of our data. Academic needs will be reviewed through the use of Fastbridge benchmark testing (Fall, Winter, and Spring) and the Kansas State Assessments summative scores. social, emotional, and mental health needs will be reviewed through the Social, Academic, and Emotional behavior Risk Screener (SAEBRS) taken in the fall, winter, and spring in addition to the Kansas Communities that Cares (KCTC) survey taken annually by students in grades 6, 8, 10, and 12. When possible, subgroups will be analyzed separately, ensuring the needs of all students are being met, including students from low-income families, students of color, children with disabilities, and students experiencing homelessness. Additionally, we should also see an improvement in individual course grades, decreased retention or repeating of courses, and increases in our graduation rate.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$224,834	\$0	\$224,834	ESSER III Allocations	\$44,967
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$224,834	\$0	\$224,834	Amount Still Needed	\$44,967
In Review Total	\$224,834	\$0	\$224,834	In Review Total	\$108,724
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
509-3-0003	Direct	True	1000	110	1B	\$84,950	Task Force Review
509-3-0004	Direct	False	1000	111	16	\$40,000	Task Force Review
509-3-0005	Direct	True	1000	115	11A	\$11,984	Task Force Review
509-3-0006	Direct	False	1000	120	16	\$5,000	Task Force Review
509-3-0007	Direct	False	1000	220	16	\$12,089	Task Force Review
509-3-0008	Direct	False	1000	260	16	\$306	Task Force Review
509-3-0009	Direct	False	1000	290	16	\$171	Task Force Review
509-3-0010	Direct	True	1000	300	9	\$3,290	Task Force Review
509-3-0011	Direct	True	1000	610	11A	\$6,446	Task Force Review
509-3-0012	Direct	False	1000	600	9	\$18,049	Task Force Review
509-3-0013	Direct	False	2100	120	16	\$2,500	Task Force Review
509-3-0014	Direct	False	2100	220	16	\$227	Task Force Review
509-3-0015	Direct	False	2100	260	16	\$3	Task Force Review
509-3-0016	Direct	False	2200	120	16	\$1,250	Task Force Review
509-3-0017	Direct	False	2200	220	16	\$112	Task Force Review
509-3-0018	Direct	False	2200	260	16	\$2	Task Force Review
509-3-0019	Direct	False	2321	110	16	\$1,250	Task Force Review
509-3-0020	Direct	False	2312	120	16	\$1,250	Task Force Review
509-3-0021	Direct	False	2300	220	16	\$228	Task Force Review
509-3-0022	Direct	False	2300	260	16	\$3	Task Force Review
509-3-0023	Direct	False	2410	110	16	\$2,500	Task Force Review
509-3-0024	Direct	False	2400	120	16	\$1,250	Task Force Review
509-3-0025	Direct	False	2400	220	16	\$345	Task Force Review
509-3-0026	Direct	False	2400	260	16	\$6	Task Force Review
509-3-0027	Direct	False	2600	120	16	\$5,000	Task Force Review
509-3-0028	Direct	False	2600	220	16	\$659	Task Force Review
509-3-0029	Direct	False	2600	260	16	\$6	Task Force Review
509-3-0030	Direct	False	2600	290	16	\$100	Task Force Review
509-3-0031	Direct	False	2600	600	7	\$1,184	Task Force Review
509-3-0032	Direct	False	2600	600	13	\$16,370	Task Force Review

509-3-0033	Direct	False	2710	120	16	\$6,250	Task Force Review
509-3-0034	Direct	True	2710	120	11A	\$1,351	Task Force Review
509-3-0035	Direct	True	2710	220	11A	\$691	Task Force Review
509-3-0036	Direct	True	2710	260	11A	\$12	Task Force Review

## Line Item Details

Line Item ID: 509-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

1B - Any activity authorized by the Individuals with Disabilities Education Act.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Title teacher hired in April 2020 for 20-21 school year to aide in the learning loss from remote learning the last 9 weeks of school in 2020

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$41,150
<b>Budgeted Expenditures in SFY 2023</b>	\$43,800
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$84,950</u>

**Status**

Task Force Review

Line Item ID: 509-3-0004



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay for the retention of 22 certified teachers, one technology director, and nine rule-10 coaches. The first Premium payment of \$500 for these 32 employees was paid on April 20, 2021. The anticipated date of the 2nd Premium payment of \$750 for retention is on November 21, 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$16,000
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$24,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$40,000</u>

**Status**

Task Force Review

Line Item ID: 509-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

1000 - Instruction

**Object Code**

115 - Temporary Certified Substitutes' Salaries for Certified Staff

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Summer School Teacher Salaries

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,359
<b>Budgeted Expenditures in SFY 2023</b>	\$9,625
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$11,984</u>

**Status**

Task Force Review

Line Item ID: 509-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay for the retention of four Teachers Aides. the first Premium payment of \$500 per Aide was paid on April 20, 2021. The anticipated date of the 2nd Teachers Aide Premium payment of \$750 is November, 21, 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$2,000
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$5,000</u>
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**Status**

Task Force Review

Line Item ID: 509-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social Security & Medicare for Salries and Premium Pay

<b>Budgeted Expenditures in SFY 2021</b>	\$1,377
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<b>Budgeted Expenditures in SFY 2022</b>	\$3,912
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<b>Budgeted Expenditures in SFY 2023</b>	\$6,800
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$12,089</u>
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**Status**

Task Force Review

Line Item ID: 509-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment tax from Premium Pay for retention, for 22 teachers, one Technology Director, nine rule-10 coaches, and four classroom aides.

<b>Budgeted Expenditures in SFY 2021</b>	\$17
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<b>Budgeted Expenditures in SFY 2022</b>	\$39
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<b>Budgeted Expenditures in SFY 2023</b>	\$250
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$306
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**Status**

Task Force Review

Line Item ID: 509-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

KPERS penalty fee on one working retired teacher's Premium pay for retention.

<b>Budgeted Expenditures in SFY 2021</b>	\$71
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$100
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$171
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**Status**

Task Force Review

Line Item ID: 509-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**9 - Purchasing educational technology  
(including hardware, software, and  
connectivity) for the LEA's students.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Purchase Fastbridge and other technologies to help with testing students

**Budgeted Expenditures in SFY 2021** \$2,810**Budgeted Expenditures in SFY 2022** \$480**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,290**Status**

Task Force Review

Line Item ID: 509-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**11A - Planning and implementing  
summer learning or enrichment  
programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Summer School Supplies and materials

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$2,890**Budgeted Expenditures in SFY 2023** \$3,556**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$6,446**Status**

Task Force Review

Line Item ID: 509-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Purchase 20 Chromebooks/licenses and cases, 13 Laptops, 1 Active Board, along with internet safety filter software to aid in helping out students remain safe while using the internet for COVID required remote learning.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$18,049
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$18,049</u>

**Status**

Task Force Review

Line Item ID: 509-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

2100 - Support Services (Students)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium pay for the retention of one School Social worker and one School nurse. the first Premium payment of %500 per employee was paid on April 20, 2021. the anticipated date of the 2nd employee Premium payment of \$750 is November 21, 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$1,000
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,500</u>

**Status**

Task Force Review

Line Item ID: 509-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social Security &amp; Medicare for Salries and Premium Pay

<b>Budgeted Expenditures in SFY 2021</b>	\$77
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$150
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$227</u>

**Status**

Task Force Review

Line Item ID: 509-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

2100 - Support Services (Students)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment tax for one School Social Worker and one School Nurse's retention Premium Payment on April 20, 2021 and anticipated payment on November 21, 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$1
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3</u>

**Status**

Task Force Review

Line Item ID: 509-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay for the retention of the Library aid. The first Premium payment of \$500 was paid on April 20, 2021. The anticipated date of the second Library aid Premium payment of \$750 is November 21, 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$500
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$750
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,250</u>

**Status**

Task Force Review

Line Item ID: 509-3-0017

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social Security & Medicare for Salries and Premium Pay

<b>Budgeted Expenditures in SFY 2021</b>	\$38
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$74
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$112</u>

**Status**

Task Force Review

Line Item ID: 509-3-0018

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment tax for one Library Aide's retention Premium Payment on April 20, 2021 and anticipated payment on November 21, 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$1
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2</u>

**Status**

Task Force Review

Line Item ID: 509-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

2321 - Office of the Superintendent Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay for retention of the Superintendent. The first Premium payment of \$500 to the Superintendent was paid on April 20, 2021. The district is requesting reimbursement. The anticipated date of the 2nd Superintendent Premium payment of \$750 is November, 21, 2022. There was no Premium Pay made to the Superintendent during SFY 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$500
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$750
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,250</u>

**Status**

Task Force Review

Line Item ID: 509-3-0020



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

2312 - Board Clerk/Deputy Clerk/Clerk Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay for retention of the Board Clerk. The first Premium payment of \$500 to the Board Clerk was paid on April 20, 2021. The district is requesting reimbursement. The anticipated date of the 2nd Board Clerk Premium payment of \$750 is November, 21, 2022. There was no Premium Pay made to the Superintendent during SFY 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$500
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$750
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,250</u>

**Status**

Task Force Review

Line Item ID: 509-3-0021

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social Security & Medicare for Salries and Premium Pay

<b>Budgeted Expenditures in SFY 2021</b>	\$76
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$152
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$228</u>

**Status**

Task Force Review

Line Item ID: 509-3-0022

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment tax for one School Superintendent and one Board Clerk's retention Premium Payment on April 20, 2021 and anticipated payment on November 21, 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$1
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3</u>

**Status**

Task Force Review

Line Item ID: 509-3-0023

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

2410 - Office of the Principal Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay for the retention of one Principal and and one Athletic Director. The first Premium payment of \$500 for the Principal and Athletic Director was paid on April 20, 2021. The anticipated date of a second Premium payment of \$750 is November 21, 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$1,000
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,500</u>

**Status**

Task Force Review

Line Item ID: 509-3-0024

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay for the retention of one School Secretary. The first Premium payment of \$500 for our School Secretary was paid on April 20, 2021. The anticipated date of second Secretary Premium payment of \$750 is November, 21, 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$500
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$750
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,250</u>

**Status**

Task Force Review

Line Item ID: 509-3-0025

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social Security & Medicare for Salries and Premium Pay

<b>Budgeted Expenditures in SFY 2021</b>	\$115
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$230
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$345</u>

**Status**

Task Force Review

Line Item ID: 509-3-0026

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment tax for one School Principal, one Athletic Director, and one School Secretary's retention Premium Payment on April 20, 2021 and anticipated payment on November 21, 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$2
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6</u>

**Status**

Task Force Review

Line Item ID: 509-3-0027

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay for the retention of four School Custodians. The first Premium payment of \$500 per Custodian was paid on April 20, 2021. The anticipated date of 2nd Custodian Premium payment of \$750 is November, 21, 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$2,000
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Task Force Review

Line Item ID: 509-3-0028

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social Security &amp; Medicare for Salries and Premium Pay

<b>Budgeted Expenditures in SFY 2021</b>	\$153
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$506
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$659</u>

**Status**

Task Force Review

Line Item ID: 509-3-0029

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment tax for four (4) Custodian's retention Premium Payment on April 20, 2021 and anticipated payment on November 21, 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$2
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6</u>

**Status**

Task Force Review

Line Item ID: 509-3-0030

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

KPERs penalty fee of 13.11% for retention Premium Pay for a retired custodian.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$100**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$100**Status**

Task Force Review

Line Item ID: 509-3-0031

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Cleaning &amp; Sanitizing Supplies

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$163**Budgeted Expenditures in SFY 2023** \$1,021**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,184**Status**

Task Force Review

Line Item ID: 509-3-0032

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Touchles Equipment - Touchless toilets, paper towel dispensers, soap dispensers, hand sanitizer dispensers

<b>Budgeted Expenditures in SFY 2021</b>	\$16,370
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$16,370</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

If this is a Capital Improvement, documentation must be submitted.

Line Item ID: 509-3-0033

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

2710 - Vehicle Operation

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Pay for the retention of five School Bus Drivers. The first Premium payment of \$500 per Driver was paid on April 20, 2021. The anticipated date of 2nd Bus Driver Premium payment of \$750 is November, 21, 2022.

<b>Budgeted Expenditures in SFY 2021</b>	\$2,500
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,750
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,250</u>

**Status**

Task Force Review

Line Item ID: 509-3-0034

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

2710 - Vehicle Operation

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Summer School Bus Drivers to pick students up to come to school and home and to take on field trips

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$407

**Budgeted Expenditures in SFY 2023** \$944

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$1,351

**Status**

Task Force Review

Line Item ID: 509-3-0035

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

2710 - Vehicle Operation

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social Security & Medicare for Salries and Premium Pay

**Budgeted Expenditures in SFY 2021** \$191

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$500

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$691

**Status**

Task Force Review

Line Item ID: 509-3-0036



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

41

**Function Code**

2710 - Vehicle Operation

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment Benefits

**Budgeted Expenditures in SFY 2021** \$2

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$10

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$12

**Status**

Task Force Review

## ESSER III Change Overview and Table of Contents

Plan	DISTRICT PROFILES				KSDE RECOMMENDATIONS							
	District Number	District Name	Total Public School Students (FTE) <sup>1</sup>	% Students Approved for Free- or Reduced-Price Lunch <sup>2</sup>	Total Direct and True Up Allocation	Previously Eligible	% Requested of Total Allocation Previously	Requested Change	Total Change Request Approved	Eligible net change for Task Force Review	% Eligible of Total Requested	Eligible Value Per Student (FTE) <sup>1</sup>
1	103	Cheylin	144	58%	\$ 365,789	\$ 270,789	74%	\$ 280,789	\$ 280,789	\$ 10,000	100%	\$ 1,950
2	204	Bonner Springs	2,528	45%	\$ 3,882,112	\$ 3,379,206	87%	\$ 3,406,854	\$ 3,406,854	\$ 27,648	100%	\$ 1,348
3	232	De Soto	7,016	11%	\$ 4,386,112	\$ 1,125,295	26%	\$ 2,972,095	\$ 2,972,095	\$ 1,846,800	100%	\$ 424
4	316	Golden Plains	168	76%	\$ 417,844	\$ 329,344	79%	\$ 417,844	\$ 417,844	\$ 88,500	100%	\$ 2,487
5	363	Holcomb	910	53%	\$ 1,272,173	\$ 470,409	37%	\$ 920,837	\$ 920,837	\$ 450,428	100%	\$ 1,012
6	392	Osborne County	289	52%	\$ 474,309	\$ 474,309	100%	\$ 474,309	\$ 474,309	\$ -	100%	\$ 1,640
7	473	Chapman	1,065	42%	\$ 1,240,448	\$ 530,600	43%	\$ 1,240,448	\$ 1,240,448	\$ 709,848	100%	\$ 1,165
<b>Total</b>			<b>12,120</b>	<b>26%</b>	<b>\$ 12,038,787</b>	<b>\$ 6,579,952</b>	<b>55%</b>	<b>\$ 9,713,176</b>	<b>\$ 9,713,176</b>	<b>\$ 3,133,224</b>	<b>81%</b>	<b>\$ 801</b>

1. Includes the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted for to the nearest tenth). Students who transitioned to remote learning due to COVID-19 (remote learners) are included in the FTE totals.

2. Reflects the percent of student headcount approved for free or reduced-price lunch in the 2020-2021 school year.

# ESSER III APPLICATION FOR D0103

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Cheylin	605 Bird Ave., Bird City, KS 677310028	Box 28, Bird City, KS 677310028
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Sherri Edmundson	edmundsons@cheylin.com	(785) 734-2341

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Sherri Edmundson	Superintendent	edmundsons@cheylin.com	(785) 734-2341

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://www.cheylin.com/vimages/shared/vnews/stories/60d1ec7065b4e/COVID%20Protocol%20January%202022.pdf>

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

USD 103 Cheylin will utilize these funds for teacher premium and retention pay in exchange for asking our staff to do more with testing and data analysis. We also plan to utilize funds for sanitary purposes, such as purchasing & installing self flushing stools and touchless faucets for hand washing. In addition, the purchase of an additional bus will help with social distancing, the purchase of a dishwasher will help with sanitation, updating the HVAC in the gym with help with circulation, updating a locker room will help with social distancing, purchasing additional bleachers for added space for social distancing, updating technology will help with learning loss, assessments such as MAPS and AimsWeb will help with measuring learning loss, and summer school and curriculum purchases will aide in learning loss and recovery.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

In developing our ESSER plan, we hosted focus groups with student leadership groups of student government and site council to determine their highest level of need for pandemic related instruction and support. The following supports received the most interest from our students: 1. 1-to-1 laptops for ALL students, 2. Hands-on learning such as business, agriculture and FACS courses, and 3. Educational field trips and classrooms speakers. Our ESSER plan takes these three recommendations into consideration and their needs area ideas in the plan.

## **Families**

We have worked closely with our families in developing our ESSER support plan. We have conducted parent/community surveys, met with site council, and have also engaged our building and leadership team. Through those surveys and conversations, it was clear that parents are most interested in seeing the following items represented in our ESSER plan: 1. Continuing the after-school tutoring program, 2. Summer school, and 3. Social/Emotional interventions. You will see that these suggestions from parents are reflective in the plan we developed.

## **School and District Administrators including Special Education Administration**

Our administrative team; consisting of Superintendent, Principal, and Special Education Dept. Head; has met regularly to review the needs of our students and staff populations in learning loss discussions both at the building and district level. These meetings have included a review of focus group data from our various special population groups, such as board meetings and special education. As a result of these meetings, the following have been determined as most important to address in our district: 1. Social/Emotional interventions, 2. Online coursework for credit recovery and enhanced curriculum, and 3. Professional development. You will see that this information plays a prominent role in our ESSER plan.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups including: staff, teacher organization, students, parents, administration and state organizations through our needs assessment and site council. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include: 1. Adequate staff to allow for social distancing, 2. Extended learning opportunities, and 3. Social/Emotional supports.

## **Tribes**

While our student information did not indicate we had any tribal students in our district, we have a link on the district website to allow patrons and community members to have input. If there are responses, we will work to include these in our ESSER plan.

## **Civil Rights Organization including Disability Rights Organizations**

We reached out to the following civil rights organizations through email in our region to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights (Kansas Human Rights Commission, Kansas Action for Children, and Disability Rights Center of Kansas). While we have not heard back from anyone with suggestions, we have still implemented the following supports which we believe will benefit all populations of our students: 1. services of a counselor, 2. support for our ELL and migrant populations, 3. implementation of Title support staff for students that qualify.

## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

USD 103 does not currently have any students that are incarcerated or homeless. We have reached out and worked closely with our students and representative of the subgroups in our school district in developing our ESSER support plan. We have spoke directly with our foster families, migrant families, ELL families and students. Through these conversations, the following supports were determined most needed: 1. Social/Emotional support, 2. Counselor services, and 3. 1-to-1 technology. You will see these suggestions are reflective in the plan we developed.

## **Provide the public the opportunity to provide input and take such input into account**

USD 103 uses Parent Square, FaceBook, site council, and our district webpage to communicate with patrons and the community. We have communicated the use of the needs assessment on the webpage for input. We have learned that 1. Social/Emotional, 2. After-school program, and 3. Summer School and credit recovery are important services to these subgroups. We will utilize that input in developing our ESSER plan.

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

COVID had a huge impact on our district. It was proven that remote learning was not an effective substitute for in-school instruction. This learning loss was more evident in some students than others. This can somewhat be contribute to the involvement of parents in student learning. Lack of a school nurse, as well as quarantined classrooms and teams have been costly to the education process. Remote learning in place of in-person learning was difficult for teachers and other staff member. This has caused increased work and enormous stress for everyone at school. There is additional stress on families and community members. Students quarantined to their homes forced families to change their routines and added financial burdens to families. Our special education students have struggled more without support from home. The social/emotional impact has increased for everyone and students not being with peers has increased this. The cost of technology has increased because of remote learning. Learning loss and social emotional struggles are tremendous.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

Funds will be utilized for professional development for staff and for data-driven instruction and assessments to measure learning loss. We provide an after school study for any students struggling for added instructional time and support. We utilized additional staff and curriculum for extended school and summer school. We are working on curriculum alignment through SWPRSC. We utilize MAPS, AimsWeb, IXL, state assements and other technology based programs and assessments.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Additional funds will be spent on learning loss with programs for assessment such as MAPS and AimsWeb, purchasing technology, purchasing items for increased sanitation and social distancing, and recovery programs such as after school, summer school and online credit recovery programs.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Interventions will be measured by increased learning by our students through test scores. We will utilize MAPS testing and AimsWeb to focus on deficiencies for areas of improvement. Staff will continue to receive professional development to help with student needs, both academic and social/emotional.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$365,789	\$0	\$365,789	ESSER III Allocations	\$73,158
Approved Total	\$270,789	\$0	\$270,789	Approved Total	\$101,000
Amount Left	\$95,000	\$0	\$95,000	Amount Still Needed	\$0
In Review Total	\$10,000	\$0	\$10,000	In Review Total	\$0
Amount Left	\$85,000	\$0	\$85,000	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
103-3-0008	Direct	False	1000	110	12	\$10,000	Task Force Review
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

## Line Item Details

Line Item ID: 103-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher salaries

**Account Number**

61-1000-110-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide retention incentive pay for approximately 50 staff at \$200 to address additional staffing requirements based on COVID, such as cleaning and student social/emotional needs that hinder education in the classroom.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$10,000</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 103-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Operation/Maintenance

**Account Number**

61-2600-735-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

735 - Technology -Related Software

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

IXL, AimsWeb, MAPS assessments to address learning loss

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$6,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$6,000</u>
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**Status**

Approved

Line Item ID: 103-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Teaching Supplies

**Account Number**

61-1000-610-00

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Updating curriculum to address learning loss. The primary use of these funds would be to purchase online courses and curriculum for credit recovery because of learning loss. Additional math resources will also be purchased to address learning loss. The subgroup targeted will be students at-risk of not graduating because of learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$45,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$45,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide more detail on what curriculum will be purchased and what subgroups will be targets.

Line Item ID: 103-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Salaries

**Account Number**

61-1000-110-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide retention incentive pay for approximately 50 staff at \$600 to address additional staffing requirements based on COVID, such as cleaning and student social/emotional needs that hinder education in the classroom.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$29,789
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$29,789</u>

**Status**

Approved

Line Item ID: 103-3-0002



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Salaries

**Account Number**

61-1000-110-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide summer school services for approximately 25 students with approximately 5 staff members to address learning loss. In addition, an additional staff member has been hired to monitor and assist students for online coursework and repeated courses because of learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$50,000</u>

**Status**

Approved

Line Item ID: 103-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Technology-Hardware

**Account Number**

61-1000-736-00

**Function Code**

1000 - Instruction

**Object Code**

736 - Computers and Related Equipment (Including Software if bought as a package)

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

purchase laptops to send home with students during quarantine, summer school and online courses for credit recovery due to learning loss

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$50,000</u>

**Status**

Approved

Line Item ID: 103-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Transportation

**Account Number**

61-2720-732-00

**Function Code**

2720 - Monitoring Services

**Object Code**

732 - Vehicles (Including school buses)

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

purchase of a bus to address public health protocols of social distancing

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$90,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$90,000**Status**

Approved

**Line Item Comment from KSDE**

This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)

# ESSER III APPLICATION FOR D0204

Status  
Approved

## KSDE Application Comments

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Bonner Springs	2200 S 138th Street, Bonner Springs, KS 660120435	P O Box 435, Bonner Springs, KS 660120435
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Daniel Brungardt	brungardtd@usd204.net	(913) 422-5600

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Rick Moulin	Assistant Superintendent	moulinr@usd204.net	(913) 961-2554
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
brungardtd@usd204.net		brungardtd@usd204.net	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	
bargerr@usd204.net		bargerr@usd204.net	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

## Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

USD 204 is in a unique situation regarding the COVID pandemic. During the 2020-2021 school year, the Wyandotte County Health Department was given local control by the Unified Government to make decisions regarding in-person learning. As a result, our students in elementary school were only allowed to attend school every other day, with the opposite day being remote learning. Middle and High School students were not allowed to switch classes, and with the social distancing mandate, also only attended every other day. Essentially, our middle school students sat in the same room and their individual teachers zoomed in at specific times to deliver instruction. For our high school students, this was not an option because of the different levels of classes. High school students were on site for general support, but all classes were taught through zoom. USD 204 did not get back to the "normal" routine of school until the fourth quarter. As we elicited feedback from our different groups, the overlying theme was that students needed to be in school, full-time, and in-person.

The District will continue to work with our local health department to ensure we are safely operating our schools for in-person learning.

- Masks will continue to be distributed and provided throughout the year to all district staff and students.
- Everyone should continue to socially distance, utilize good hand hygiene, and stay home if you are ill.
- Our staff and custodial staff regularly disinfect surfaces within the building.
- USD 204 through a state KHDE grant are testing students and staff on site with the goal identifying individuals with COVID and testing to keep students in school.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

USD 204 engaged students to develop the ESSER plan. USD 204 has engaged in meaningful consultation with students through meetings with student leadership organizations, individual students meetings, and students surveys. District administration created a survey for students to gather input on the ramifications of COVID and ways the school district could support students. Out of these meetings and surveys, the district learned that the number one need of our students was being face to face with their teacher. We also learned that many of our students did not have adequate internet access at home for remote learning. The students also emphasized the importance of social interaction at school and being away made many feel isolated and alone. Other areas that students indicated as areas of need were structure, time management, and mental health and anxiety support. The district also utilized data to help make decisions. USD 204 had more students fail classes than ever before and attendance was at an all-time low. In addition, the district worked closely with the local health department to ensure safety protocols were in place. Throughout the 2020-2021 school year, staff modified curriculum based on student performance to fill in learning loss gaps. Staff and administration also worked with students with the goal of making learning both engaging and motivating. Based on survey results, a great deal of time was also spent on social and emotional learning. This school year, the effort continues with adding integrative curriculum projects.

### Families

USD 204 has engaged in meaningful consultation with parents, We have met with and surveyed parents (including parents of students with an Individual Evaluation Plan & students that are English Language Learners). The biggest concern amongst all families was keeping school open and not remote. Parents also expressed concern about remote learning and children falling behind academically. In addition, motivation was a factor for many students and parents were looking for resources and ideas to keep kids engaged. USD 204 also engaged parents with home visits, through zoom, and other electronic communication. During the 2020-21 school year, due to restrictions put on from the local health department, parents were very vocal about the importance of a strong summer school program. Based on feedback from parents, transportation was provided for students, which had never occurred prior to the pandemic. Each school building in the district hosted their own summer school program, tailored to their student needs. Summer school included both core activities along with electives/specials. Parent feedback indicated that children in the district were struggling academically, but also needed incentives/connections outside of the core areas.

This communication continues with parent on site communication events, surveys, and individual parent meetings. Each building principal is renewing a site council, with the goal of gathering input on COVID related issues and ways to best meet the needs of students in the district. Finally, the district worked with the local health department to provide a vaccination fair for families and students and will continue this effort as long as parent interest occurs.

### School and District Administrators including Special Education Administration

School district administration meets with building principals and sped directors weekly with the goal of ensuring safety and the appropriate resources needed to teach in a hybrid model. This format continues as district administration is visiting schools on a consistent basis, meeting with building administrators, sped directors, and sped teachers to gauge needs and concerns. The district adopted a new IEP software program with the goal of creating a better understanding of students needs and appropriate accommodations. The new program allows parents and teachers more access to the IEP on a regular basis and serves as a communication and progress monitoring tool. Through meetings and surveys with our special education administration and teachers, the district learned that students on IEP's struggled with online learning, and in many cases gave up. Principals, along with the SPED Director and SPED Teachers, created goals for engaging kids in school and revisited IEP goals. Training was provided for all sped teachers and paraprofessionals in the district on engagement strategies. The district purchased AIMS Pathway, a resource to help with struggling readers.

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

USD 204 has engaged in meaningful consultation with staff members through building leadership team meetings, district leadership team meetings and surveys specific to learning loss and ways the district could best serve our students. The overlying theme from staff was the concern for safety in regards to the pandemic. Other concerns were lack of substitute teachers and ways to cover classes when substitute teachers were unavailable. Teachers were also concerned about the curriculum and pacing guides and the learning gap that occurred from being remote from a majority of the 2020-2021 school year. Staff also emphasized the importance of building relationships with students, and concerns for the social and emotional needs of our students and staff. Finally, teachers and support staff reported an uptick in student discipline issues as a result of students not being engaged in in-person learning for a majority of the 2020-2021 school year. USD 204 district administration also met with the BSKNEA on multiple occasions to gather feedback about the challenges of the pandemic and ways to address learning loss and improve staff morale.

School district administration meets with building principals weekly with the goal of ensuring safety and the appropriate resources needed to teach in a hybrid model. This format continues as district administration is visiting schools on a consistent basis, meeting with building administrators, school nurses, and teachers to gauge needs and concerns. Each building also surveys staff on specific items, including environmental, instructional, safety, and social and emotional needs. Through working with teachers, USD offers an EAP (Employee Assistance Program), provides professional development specific to social and emotional growth, and positive mental health strategies. Based on feedback from teachers, USD 204 provided a motivational speaker to kick off the 2021 school year. USD 204 meets with the teacher's union and all staff on a regular basis. Last year, and continuing this year, USD 204 has a staff shortage. With this in mind, district administration met with the teachers union and other staff groups. Many of the conversations indicated exhausted employees and low morale. Through this process, it was determined that a way to keep employees was to offer a retention stipend. The goal of the stipend is to entice employees to continue working for the district. Also through this process, it was also determined that the substitute teacher pay needed to be increased. There is a substitute teacher shortage and many of USD 204 vacancies were not being filled on a consistent basis, causing additional stress on staff who were substituting during planning periods.

### **Tribes**

USD 204 does not have an active native American organization within our boundaries. There are 14 students who identify as Native American. USD 204 staff has reached out to a representation of these parents to elicit feedback on challenges associated with pandemic. The parent groups main concern was that school stayed open and in-person. According to the parent group, remote learning was ineffective and posed many challenges in regard to motivation and structure. Finally, there was a financial concern as parents indicated losing and/or changing jobs.

### **Civil Rights Organization including Disability Rights Organizations**

USD 204 has a long history of working with the local NAACP, which includes student programs, the use of school facilities, and a partnership on community celebrations. While it was difficult to work with community organizations due to the local health restrictions during the 2020-2021 school year, USD 204 is making a concerted effort to strengthen connections during the 2021-2022 school year. USD 204 staff attended a local NAACP meeting and provided information on strategies being implemented to address student learning loss and emotional distress as a result of the pandemic. Members of the group emphasized the importance of keeping school open full time. In addition, the group suggested we look at opportunities for students to get more engaged with school through tutoring and/or summer school programs. The group also discussed the importance of promoting the opportunities all students have in the district through the CTE and dual enrollment programs. USD has a strong partnership with Special Olympics and provides facilities, coaches, and peer models for Unified Sports. Prior to COVID, Bonner Springs High School and Robert E. Clark Middle School was recognized as an ESPN Special Olympics Unified Champions School. During the 2021-22 school year, USD 204 is offering Unified Bowling for the first time.

## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

USD 204 met with elected officials and other community groups about the challenges of the pandemic and gave them the opportunity to provide feedback on ways to help students become more successful. USD 204 also advocated for in-person learning to all stakeholders throughout the community. This has occurred through community meetings, presentations at the Chamber of Commerce, Rotary, individual conversations with the mayors of Bonner Springs and Edwardsville, Unified Government, and the Health Department. USD 204 also expanded on our relationship with PACES (Mental Health Resources for families in Wyandotte County). We have conferred with PACES on strategies to re-engage students in school, address learning loss, and meet the social and emotional needs of students. We've worked with PACES on resources for homeless families, children in foster care, and general support for all students suffering trauma. As a result, much of our professional development for teachers revolves around much of what we've learned through this partnership. USD 204, as part of the ESSER II grant, hired three social workers in partnering with PACES, our local mental health organization. These social workers are tasked with home visits for students who are struggling and facilitating families to connect with outside agencies for support and services. Additionally, USD 204 has a strong working partnership with Vaughn-Trent, a local social organization that is only set-up to work within the boundaries of the school district. This organization helps the district identify homeless students and underserved students. The USD 204 team has attended Vaughn Trent meetings and functions and has elicited feedback on the impact of learning loss due to COVID.

Each building in the district has a SIT team, which works to identify students and families who are struggling to engage in school. In addition, students in each of the districts buildings participate in a community service project to serve underserved families in the Bonner Springs/Edwardsville communities. The district partners with a local organization, Feed His Lambs, to provide weekly meals for families in need.

During the 2020-2021 school year, the Wyandotte County District Attorney notified the school district that they would not monitor attendance due to restrictions put upon schools by the county health department (Remote). This year, USD 204 has worked with the Wyandotte County District Attorney's office on ways to address truancy, strategies and steps for school administrators to take to encourage attendance, and steps to follow when those strategies don't work.

USD has a strong partnership with Special Olympics and provides facilities, coaches, and peer models for Unified Sports. Prior to COVID, Bonner Springs High School and Robert E. Clark Middle School was recognized as an ESPN Special Olympics Unified Champions School. During the 2021-22 school year, USD 204 is offering Unified Bowling for the first time.

## **Provide the public the opportunity to provide input and take such input into account**

USD 204 met with elected officials and other community groups about the challenges of the pandemic and gave them the opportunity to provide feedback on ways to help students become more successful. USD 204 also advocated for in-person learning to all stakeholders throughout the community. District administration meets with community organizations, providing information about the current status of schools and seeking input on ways to positively engage the community with the district. This has occurred through community meetings, presentations at the Chamber of Commerce, Rotary, individual conversations with the mayors of Bonner Springs and Edwardsville, Unified Government, and the Health Department. USD 204 also expanded on our relationship with PACES (Mental Health Resources for families in Wyandotte County). USD 204 also sends a community newsletter. The newsletter provides information about the district, events going on with the community, and opportunities for community input for school engagement.

USD 204 school board provides an open forum at the beginning of each BOE meeting to allow the public to address any school related issues. The district put together a COVID task force to address specific concerns regarding education and student/staff safety. This committee provides the BOE with recommendations for school protocol as the district navigates through the pandemic.

District administration meets bi-weekly with 46 other agencies within the county, which include public, health, and non-profit groups to assess and make recommendations on community needs. Through these meetings, the school district receives the most up-to-date information on health concerns, rental vacancies, homeless rates, and challenges within the community.

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

During the past year, Wyandotte County schools have been placed in a unique and more restrictive situation than other schools in the state. While other school districts chose to bring students back to the classroom in person at the beginning of the school year, Wyandotte County Mandatory Health officers dictated every aspect of daily school functions. While 70% of the district's students were attending in person 2 days per week, the majority of their learning time was spent remotely from home. As parents struggled with supervision of their children and assuming the role of teacher's assistant, many parents did not have the ability to provide any supervision or assistance for their children. Some students were disengaged from the learning process and have been for a year, others students attempted to engage, but without the support of a teacher in a classroom, were not successful. A recent analysis of students failing in our high school showed an increase of 6 times more students than last school year at this time. These are students who will soon be in the workplace or attending post-secondary education and we are faced with having a very short amount of time to intervene and help these students attain the skills they need to be successful. Providing individualized instruction becomes essential especially for our special education students, who have a wide range of challenges to overcome, have not experienced success due to their need for in person assistance to complete tasks.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

The District will offer an expanded summer learning program in the Summer of 2022. The District will also continue to expand the classroom support with intervention teachers as needed. This intervention model was implemented with ESSER II funds. The District will also hire additional staff at the K-12 level as needed to support smaller class sizes. These staff members will work with students using small group intensive instruction and monitor student progress often, adjusting as needed to ensure that appropriate learning growth occurs.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Funds not used specifically for learning loss and safety will be used to:

- coordinate preparedness and response efforts with State, and local public health departments to prevent, prepare for, and respond to COVID-19;
  - purchasing supplies to sanitize and clean the LEA's facilities;
  - employ additional custodians to clean and sanitize our buildings
  - repair and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards;
  - purchase educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities;
  - conduct other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff
- USD 204 meets with the teacher's union and all staff on a regular basis. Last year, and continuing this year, USD 204 has a staff shortage. With this in mind, district administration met with the teachers union and other staff groups. Many of the conversations indicated exhausted employees and low morale. Through this process, it was determined that a way to keep employees was to offer a retention stipend. The goal of the stipend is to entice employees to continue working for the district.
- Through meeting with focus groups, it was determined that the substitute teacher pay needed to be increased. There is a substitute teacher shortage and many of USD 204 vacancies were not being filled on a consistent basis, causing additional stress on staff who were substituting during planning periods.
- Add additional nursing staff to assist with keeping students and staff safe. The additional nurse will assist with testing, which will improve opportunities for students to not be quarantined during close contact situations.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

USD 204 will add a School Improvement (Learning Loss) specialist and instructional coaches at each of the five buildings in the district for the 2022-2023 school year. This position will allow for focused emphasis on student achievement, learning loss, and assist with the alignment and analysis of the school improvement process in regards to building and district achievement/performance. In addition, these individuals will work together to ensure all sub groups, including low income families, students of color, English learners, students with disabilities, and all other at-risk students are achieving at the highest level. This will be accomplished by analyzing assessment data and working closely with principals and classroom teachers to help model and implement effective strategies. Here are the goals of these positions:

- Work closely with building principals to support teachers in curriculum and instruction to enhance student achievement and learning loss.
- Plan and coordinate school intervention, remediation, and tutorial programs/classes.
- Review and track attendance and academic progress of students being served in remediation, intervention and tutorial programs to determine progress and the need for adjustments.
- Assist with data collection and data record keeping associated with the Plan for Continuous Improvement (as appropriate).
- Analyze assessment data as it relates to the school, to individual student achievement, and to the improvement of instruction;
- Serve as a member of the school's Plan for Continuous Improvement Leadership Team;
- Serve as a liaison between the school administration and central office administration and the school administration and teachers, students and parents for areas identified as assigned responsibilities and essential functions.
- Coordinate alignment of K-12 Math and STEM Curriculum

In addition, USD 204 will purchase a curriculum management system to align and track KSDE standards and performance data. Finally, the Curriculum leaders in the district will:

- Continue to work with principals and teachers to identify gaps in the content standards.
- Identified standards will be incorporated into the grade level or course curriculum standards that most closely match those that were not taught previously
- Tutors will be used for Reading and Math support in each elementary school
- Continue to utilize district and state level assessment data to identify and address student learning gaps.
- Surveys regarding the learning environment needs in our district have been utilized to gather information and facilitate decision making.
- District will continue to use Google Classroom as it's online learning platform for classroom instruction.
- Funds will be used to ensure device availability and connectivity for all students
- Funds will be used for chromebook repairs and replacements
- Partnership with PACES for additional services mental services for families and students will remain intact.
- USD 204 will provide funding for students taking concurrent college classes with the goal of building an academic foundation for post-secondary success.
- College and Career advocates will be utilized to support students in high school to help them determine essential skills and classes needed for post- secondary success
- The district will continue to employ social workers K-12 to help students and families connect with school and find avenues for student success
- Academic Focus Classes will be used to support students in our middle school and high school.



## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$3,882,112	\$0	\$3,882,112	ESSER III Allocations	\$776,423
Approved Total	\$3,379,206	\$0	\$3,379,206	Approved Total	\$1,677,045
Amount Left	\$502,906	\$0	\$502,906	Amount Still Needed	\$0
In Review Total	\$27,648	\$0	\$27,648	In Review Total	\$0
Amount Left	\$475,258	\$0	\$475,258	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
204-3-0018	Direct	False	1000	150	12	\$27,648	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

## Line Item Details

Line Item ID: 204-3-0018

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

LETRS Training

**Account Number**

07 1000 0000 912 150

**Function Code**

1000 - Instruction

**Object Code**

150 - Additional Compensation

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Teachers are participating in LETRS training to acquire more knowledge about the science of reading, address learning loss, and provide early interventions for struggling readers. 8 teachers in the district are participating and would be compensated for time outside of the contract day at the rate of \$36 per hour. They would work 96 hours outside of the contract day for a total of \$3,456 per person for a total of \$27,648. These individuals will train other teachers in the district.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$27,648
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$27,648</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 204-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Salary

**Account Number**

46-1000-11

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 204 meets with the teacher's union and all staff on a regular basis. Last year, and continuing this year, USD 204 has a staff shortage. With this in mind, district administration met with the teachers union and other staff groups. Many of the conversations indicated exhausted employees and low morale. Through this process, it was determined that a way to keep employees was to offer a retention stipend. The goal of the stipend is to entice employees to continue working for the district.

**Budgeted Expenditures in SFY 2021** \$400,000**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$400,000**Status**

Approved

Line Item ID: 204-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Salary

**Account Number**

46-1000-11

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

5 - Procedures and systems to improve LEA preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

-Through meeting with focus groups, it was determined that the substitute teacher pay needed to be increased. There is a substitute teacher shortage and many of USD 204 vacancies were not being filled on a consistent basis, causing additional stress on staff who were substituting during planning periods.

**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**Status**

Approved

Line Item ID: 204-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Nurse Salary

**Account Number**

46-2134-121

**Function Code**

2134 - Nursing Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Add additional nursing staff to assist with keeping students and staff safe. The additional nurse will assist with testing, which will improve opportunities for students to not be quarantined during close contact situations.

<b>Budgeted Expenditures in SFY 2021</b>	\$65,000
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$65,000</u>
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**Status**

Approved

Line Item ID: 204-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Salary

**Account Number**

46-1000-11

**Function Code**

1000 - Instruction

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

College and Career advocates will be utilized to support students in high school to help them determine essential skills and classes needed for post- secondary success

<b>Budgeted Expenditures in SFY 2021</b>	\$55,000
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$55,000</u>
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**Status**

Approved

Line Item ID: 204-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Curriculum Management

**Account Number**

482212653000

**Function Code**2212 - Instruction and Curriculum  
Development Services**Object Code**

653 - Software

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Curriculum management system to align and track KSDE standards and performance data. During the pandemic, the Unified Government did not allow students to return to full, in person learning until the fourth quarter of the 2020-2021 school year. This disruption in the learning process created an immediate need to address curriculum, pacing guides and data analysis to determine deficiencies. This software program will afford us the opportunity to address these areas, ensuring we are meeting the needs of all students and providing a guaranteed and viable curriculum.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$62,678
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$62,678</u>

**Status**

Approved

Line Item ID: 204-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

School Improvement Specialist Salary

**Account Number**

07 2213 110 912

**Function Code**2212 - Instruction and Curriculum  
Development Services**Object Code**

110 - Regular Certified Salaries

**Allowable Use**12 - Addressing learning loss among  
students, including vulnerable  
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

For the 2022-2023 school year, USD 204 will hire a School Improvement Specialist with the goal of addressing learning loss, achievement gaps, providing support for principals and teachers in the area of curriculum and instruction, and tiered support. This team will analyze student performance data, resources, and best practice instructional strategies throughout the district. This will ensure vertical curriculum alignment throughout the district. In addition, our School Improvement Specialist will provide professional development for teachers, model effective instructional strategies, and provide support on effective use of resources to meet the needs of all students. This position will allow for focused emphasis on student achievement, learning loss in relation to the pandemic, and assist with the alignment and analysis of the school improvement process in regards to building and district achievement/performance. In addition, this individual will work to ensure all sub groups, including low income families, students of color, English learners, students with disabilities, and all other at-risk students are achieving at the highest level.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$96,865
<b>Budgeted Expenditures in SFY 2024</b>	\$98,000
<b>Total Expenditures</b>	<u>\$194,865</u>

**Status**

Approved

Line Item ID: 204-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Salaries Summer School

**Account Number**

48-1000-111

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The pandemic has been a struggle for most students. The past two summers, we've had an increase in summer school participation because of the learning loss that occurred during the pandemic. ESSER III funds will allow us to continue a robust summer school program for the 23 and 24 school years. The goal for summer school at the elementary level is to reinforce academic skills, provide enrichment opportunities through hands-on learning activities, and create a fun learning environment for our kids. The goal at the high school level is to reinforce academic skills with the primary focus of credit recovery. The goal of high school summer school is to keep students on track towards the graduation requirements. This would cover 22 certified staff members.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$91,000
<b>Budgeted Expenditures in SFY 2023</b>	\$91,000
<b>Budgeted Expenditures in SFY 2024</b>	\$91,000
<b>Total Expenditures</b>	\$273,000

**Status**

Approved

Line Item ID: 204-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

College Tuition for Dual Credit

**Account Number**

48 1000 569

**Function Code**

1000 - Instruction

**Object Code**

569 - Other Tuitions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

During the 2019-2020 school year, because of the pandemic, we saw a decline in enrollment for our dual credit college classes. After visiting with our district site council, students, parents and local NAACP, we learned that the pandemic created financial hardships for many of our families. As a way to help, our BOE approved paying for dual credit college classes for our high school students. This is an incentive to keep kids in school and to support their individual plan of study.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$46,128
<b>Budgeted Expenditures in SFY 2023</b>	\$48,000
<b>Budgeted Expenditures in SFY 2024</b>	\$48,000
<b>Total Expenditures</b>	<u>\$142,128</u>

**Status**

Approved



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Premium Retention Pay

**Account Number**

48 1000 110

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Retention Pay for all certified and classified instructional employees. USD 204 meets with the teacher's union and all staff on a regular basis. Last year, and continuing this year, USD 204 has a staff shortage. With this in mind, district administration met with the teachers union and other staff groups. Many of the conversations indicated exhausted employees and low morale. Through this process, it was determined that a way to keep employees was to offer a \$1000 retention stipend in December. There are 230 certified instructional staff members and 52 instructional classified staff member. Classified staff members will be paid on a prorated basis, depending on how many months they work. For 10 month classified instructional staff, the premium retention stipend would be \$833.33 and 11 month would be \$916.67. The goal of the stipend is to entice employees to continue working for the district.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$275,000
<b>Budgeted Expenditures in SFY 2024</b>	\$275,000
<b>Total Expenditures</b>	\$550,000

**Status**

Approved

Line Item ID: 204-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Premium Retention Pay

**Account Number**

48 2000 100

**Function Code**

2000 - Support Services

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Retention Pay for non instructional support staff. USD 204 meets with the teacher's bargaining union and all staff on a regular basis. Last year, and continuing this year, USD 204 has a staff shortage. With this in mind, district administration met with the teachers union and other staff groups. Many of the conversations indicated exhausted employees and low morale. Through this process, it was determined that a way to keep employees was to offer a \$1000 retention stipend in December. There are 109 non instructional classified staff members who will be paid on a prorated basis, depending on how many months they work. For 10 month classified non instructional staff, the premium retention stipend would be \$833.33 and 11 month would be \$916.67. The goal of the stipend is to entice employees to continue working for the district.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$101,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$101,000
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<b>Total Expenditures</b>	<u>\$202,000</u>
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**Status**

Approved

Line Item ID: 204-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Premium Retention Pay

**Account Number**

48 3100 100

**Function Code**

3100 - Food Service Operations

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Premium Retention Pay for Food Service employees. USD 204 meets with the teacher's union and all staff on a regular basis. Last year, and continuing this year, USD 204 has a staff shortage. With this in mind, district administration met with the teachers union and other staff groups. Many of the conversations indicated exhausted employees and low morale. Through this process, it was determined that a way to keep employees was to offer a \$1000 retention stipend in December. There are 30 food service employees who would receive the retention stipend on a prorated basis as 10 month employees, which would be \$833.33.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$25,000
<b>Budgeted Expenditures in SFY 2024</b>	\$25,000
<b>Total Expenditures</b>	\$50,000

**Status**

Approved

Line Item ID: 204-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Summer School Classroom Supplies

**Account Number**

48 1000 619

**Function Code**

1000 - Instruction

**Object Code**

619 - Other Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Supplies and Materials are essential components of a successful Summer School program. The goal is to provide hands on STEM activities that promote quality learning experiences. The pandemic has been a struggle for most students. The past two summers, we've had an increase in summer school participation because of the learning loss that occurred during the pandemic. ESSER III funds will allow us to continue a robust summer school program for the 23 and 24 school years. The goal for summer school at the elementary level is to reinforce academic skills, provide enrichment opportunities through hands-on learning activities, and create a fun learning environment for our kids. The goal at the high school level is to reinforce academic skills with the primary focus of credit recovery. The goal of high school summer school is to keep students on track towards the graduation requirements.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,502
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	<u>\$11,502</u>

**Status**

Approved

Line Item ID: 204-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Worker and Family Liaisons

**Account Number**

48 2130 100

**Function Code**

2130 - Health Services

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

ESSER funds have allowed the district to hire a social worker and two family liaisons for the district. These individuals support students social and emotional needs, along with working with families on utilizing resources within the community. ESSER III funds will be used to continue this work.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$45,000
<b>Budgeted Expenditures in SFY 2024</b>	\$48,000
<b>Total Expenditures</b>	\$93,000

**Status**

Approved

Line Item ID: 204-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Nursing

**Account Number**

48 2134 100

**Function Code**

2134 - Nursing Services

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

To help keep students in school, an additional nurse was hired to facilitate increased testing for COVID. The expenditures include all employer costs and benefits.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,253
<b>Budgeted Expenditures in SFY 2023</b>	\$78,000
<b>Budgeted Expenditures in SFY 2024</b>	\$80,000
<b>Total Expenditures</b>	\$164,253

**Status**

Approved

**Line Item Comment from KSDE**

Approved in ESSER II

Line Item ID: 204-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Software

**Account Number**

48 1000 653

**Function Code**

1000 - Instruction

**Object Code**

653 - Software

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 204 will renew contracts with Near Pod, Labster, We Video, Edgenuity, Reading Horizons Elevate Software, Generation Genius, See Saw, etc. This software will facilitate student learning in the classroom and address learning loss. During the pandemic, it became even more evident that not all students learn in the same manner. The various technology resources are used to diagnose student deficiencies as well as provide a platform for skill refinement, improved engagement, and enhancing conceptual knowledge.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$60,000
<b>Budgeted Expenditures in SFY 2024</b>	\$60,000
<b>Total Expenditures</b>	<u>\$120,000</u>

**Status**

Approved

Line Item ID: 204-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Tutoring Program

**Account Number**

48 1000 150

**Function Code**

1000 - Instruction

**Object Code**

150 - Additional Compensation

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

ESSER funds have allowed us to expand and enhance tutoring programs. We have implemented tutoring programs that take place both during the school day and outside regular school hours. At each of our buildings, we have created a process for identifying students who struggle in reading, math, and/or who need social and emotional support. The elementary schools have Title I teachers and support staff who work with students during the school day to refine skills. Each of the elementary schools implemented an after school program that has been highly successful this past school year, meeting four days per week. The goal of the after school program is to individualize instruction and to teach math and reading in a fun, engaging way. Both the middle and high school have a period during the school day devoted to skill refinement and social and emotional development. The ESSER III funds will be used to compensate approximately 33 teachers to provide after school tutoring programs four days per week during the school year at each school in the district.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$100,000
<b>Budgeted Expenditures in SFY 2024</b>	\$100,000
<b>Total Expenditures</b>	\$200,000

**Status**

Approved

Line Item ID: 204-3-0017

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Instructional Coaches Salary

**Account Number**

07 2213 110 912

**Function Code**

2210 - Improvement of Instruction Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

For the 2022-2023 school year, USD 204 will hire 5 Instructional Coaches (one at each building in the district) with the goal of addressing learning loss, achievement gaps, providing support for principals and teachers in the area of curriculum and instruction, and tiered support. This team will analyze student performance data, resources, and best practice instructional strategies throughout the district. This will ensure vertical curriculum alignment throughout the district. In addition, our IC's will provide professional development for teachers, model effective instructional strategies, and provide support on effective use of resources to meet the needs of all students. These positions will allow for focused emphasis on student achievement, learning loss in relation to the pandemic, and assist with the alignment and analysis of the school improvement process in regards to building and district achievement/performance. In addition, these individuals will work together to ensure all sub groups, including low income families, students of color, English learners, students with disabilities, and all other at-risk students are achieving at the highest level.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$375,000
<b>Budgeted Expenditures in SFY 2024</b>	\$385,000
<b>Total Expenditures</b>	<u>\$760,000</u>

**Status**

Approved



# ESSER III APPLICATION FOR D0232

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
De Soto	35200 W. 91st Street, De Soto, KS 66018	35200 W. 91st Street, De Soto, KS 66018
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Frank Harwood	fharwood@usd232.org	(913) 667-6200

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Alvie	Cater	acater@usd232.org	(913) 677-6200
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Julie Stucky	jstucky@usd232.org		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		
Joseph Kelly	jkelly@usd232.org		

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://www.usd232.org/Page/9148>

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

USD 232 will continue to work with state and local health officials in support of our mitigation strategies. ESSER and other funds are being used to increase health services staff, provide on-site COVID-19 testing and procure personal protective equipment. Our mitigation protocols also include enhanced cleaning, increased air filtering and ventilation and required use of barrier face masks when certain levels of COVID-19 cases are present in schools.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

The USD 232 Student Advisory Team was consulted in the evaluation of staff and family survey analysis. Secondary students were also surveyed but the response rate was very low. The Student Advisory Team agreed with the priorities that were indicated by staff and parent surveys in most areas. Students indicated that mental health resources should be prioritized at a higher level than staff and family survey results. They suggested that extended learning opportunities would be more successful before or after school instead of during the summer. They also suggested that an ACT Prep course be considered for an after-school opportunity.

## **Families**

A survey was distributed to all USD 232 families in January of 2022, which received 1,164 responses. When ranking a list of eleven (11) possible ESSER III expenditures, Academic Support Materials and Staff Training, Retention Stipends for Current Staff, and Additional Counselor and Social Worker Capacity were the highest rated items. Some items that were prevalent on an open-ended section of the survey were COVID specific resources and increased availability for remote learning. The parent survey results were presented to the District Site Council, Special Services Advisory Council, and Parent Equity Team for feedback. Members of the District Site Council agreed with the priority rankings of the parent survey.

## **School and District Administrators including Special Education Administration**

The USD 232 District Leadership Team (includes all building and district leadership positions) collaborated from July through December to analyze the needs of students, staff, families and our community. The information gathered from this exercise was used to construct a survey for students, staff and families. Each group was asked to rank a list of eleven (11) areas for prioritizing ESSER III expenditures.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

A survey was distributed to all USD 232 staff members in January of 2022, which received 346 responses. When ranking a list of eleven (11) possible ESSER III expenditures, Retention Stipends for Current Staff, Additional Counselor and Social Worker Capacity, and Academic Support Materials and Staff Training, were the highest rated items. Some items that were prevalent on an open-ended section of the survey were COVID specific resources and staffing for reduced class sizes. The results of the staff and parent surveys were discussed with the District Leadership Team, Staff Advisory Council, District Improvement Team, De Soto Teachers' Association Leadership and Building Representatives and individual Building Leadership Teams. Overall, every group agreed with the priority rankings for the surveys and gave input for specific uses of ESSER funding.

## **Tribes**

Within USD 232 boundaries, there is one recognized tribe, the United Tribe of Shawnee Indians. Although this is a recognized reservation, it is a business and there are no permanent residents.

USD 232 currently has 22 students that identify as American Indian or Alaskan Native (0.3%). In speaking with Native American parents that are part of the Parent Advisory Team, there is a need to work with staff on curriculum around the teaching of history involving Native Americans and a desire to work with other Johnson County school districts to increase the services for Native American students.

## **Civil Rights Organization including Disability Rights Organizations**

USD 232 has been engaged with area districts as part of a Kauffman Foundation cohort to consider diversity, equity, and inclusion. At the end of this process, the Board of Education will adopt a three-year Equity Plan. In reviewing current data, it is clear that there are achievement disparities among various disaggregated groups. One initiative that is being considered is helping underrepresented student groups take advantage of advanced course opportunities that are available. As part of a high school readiness program to be funded by ESSER III, we will help students of color better understand the benefits of advanced course work.

In addition to the Equity Audit, a Parent Advisory Group for Diversity and Engagement has been assembled to help the district address concerns about inclusion and belonging among our students and families. Members of the group suggested that the district also contact the ACLU of Kansas and Johnson County NAACP. The district only heard back from Johnson County NAACP, which provided the following suggestions to be considered, which are addressed in the district's plan:

- 1) Additional staff with specialized training in the academic areas that data shows students are lacking skills (reading specialist, math specialist);
- 2) Additional staff for social emotional intervention or special needs (e.g., OT/Speech therapist, social workers, school counselors, school psychologist);
- 2) Research based interventions that support the Science of Reading (e.g., Heggerty, 95% Group, etc.) and research based math resources (e.g., IXL);
- 3) After school tutoring and enrichment;
- 4) Summer tutoring and enrichment; and
- 5) Purchase resource materials that represent diverse characters and individuals.

The Parent Advisory Group for Diversity and Engagement also suggested that plans to address learning loss should include all students, especially student subgroups where there are identified achievement gaps. Finally, the district's planning process will include ongoing feedback from its Section 504 Coordinator and Director of Special Education Services to ensure the needs of students with disabilities and/or health needs are adequately and equitably addressed.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

Our USD 232 Special Services Advisory Committee is a group consisting of approximately 20 members of which two thirds of our representatives are parents of students with exceptionalities and one third Special Education staff. This committee is representative of parents who support students with many different exceptionalities across our district as well as the specialized backgrounds of our staff who serve them. Our mission is to dynamically represent our students with exceptionalities and their families for the purpose of enhancing the quality of their child's special education services.

In January of 2022, our Committee met to discuss the availability of ESSER funds and ways in which these funds could be utilized to meet the unique learning needs of our students with exceptionalities. As a result of our discussion the committee developed and distributed a survey to special education staff across the district. In February, the committee met to review the results. Survey results determined that enhanced methods in which to distribute information and resources for families of students with exceptionalities were needed in addition to classroom resources and staff training specific to the negative impact of COVID on our students with exceptionalities. These survey results were consistent with the survey conducted with all USD 232 families prioritizing the need for classroom resources.

At present, our Committee determined to conduct an additional survey to determine more specifically the resources and staff training need to adequately meet the learning needs of our students with exceptionalities due to COVID. This survey is scheduled to go out on March 28th and completed by March 31st.

The school district surveyed the parents and guardians of our students receiving English Language Learning Services. From the survey, two areas were rated as most important, professional development for teachers in how to instruct ELL students and hiring more staff that speak more languages in addition to English. Although the response to the survey was low, the results are consistent with anecdotal parent comments and ELL staff input.

The school district contacted United Community Services and spoke with Rita Carr, director of community planning. Ms. Carr is part of the Johnson County Continuum of Care on Homelessness and brings many years of professional experience assisting children, teens, and adults experiencing homelessness within the community. Ms. Carr, in her role with United Community Services, is also part of a metro-wide organization dedicated to raising awareness of homelessness and of the

resources available within the community.

United Community Services and the Johnson County Continuum of Care on Homelessness encouraged the school district to consider the following feedback to support students experiencing homelessness and who experienced learning loss due to the pandemic.

- Ensure reliable access to internet connectivity to support learning outside the school day.
- Provide assistance with school or activity fees to ensure full access to school opportunities and programming.
- Provide access to before/after school tutoring programs; consider transportation assistance for the students, as it may be critical in accessing before/after school programming.
- Ensure key school staff have knowledge of available community resources to assist families experiencing homelessness.
- Increase staff training related to trauma informed care.
- Ensure key school staff are aware of, or participate in, the Johnson County Continuum of Care on Homelessness network of agencies, providers, and partners.

The school district contacted KVC Kansas, an agency that provides foster care services in Kansas in partnership with the state. There are nearly 7,000 youth in foster care in Kansas. They range from infants to 18 years old, and even up to 21 years old in the states that have extended foster care. The average age of a child in foster care is 9 years old, and there are slightly more boys than girls. The median amount of time that a child is in foster care is just over a year. Many children are in foster care, in part, to increased parental substance abuse. Neglect as a circumstance around removal has also been increasing.

The district spoke with KVC representatives in May, 2022, who daily support children in foster care within Johnson County, Kansas. They encouraged the district to consider the following feedback into overall support for children in foster care.

- Set aside funding to help students in foster care maintain their school of origin when their home placement changes. The primary challenge is consistent, reliable transportation, as there are few good options for this type of specialized transportation.
- Tutoring and extended learning opportunities for children in foster care, especially during the summer break.
- Bolster learning opportunities during the school day and through after school programming.
- Intentionally focus on building connections (relationships) within the school.
- Ensure adequate access to technology, especially outside the school day.
- Increase trauma informed care training for staff to include modules centered on children in foster care.
- Consider implementing more independent living / life skills education for children in foster care during the school day.

The school district contacted Melanie Stuart-Campbell with the Kansas Migrant Education Program. She offered two suggestions, offer EL services at all attendance areas, so any migrant student with EL needs can attend their neighborhood school and hire a parent liaison that could also provide after-school tutoring and additional in-class support.

The school contacted Jodi Taylor, Policy and Compliance Manager for Johnson County Juvenile Services. There are currently no USD 232 students receiving services related to incarceration.

### **Provide the public the opportunity to provide input and take such input into account**

Public presentations during board meetings provided information to the general public about the district's ESSER plans. Information is also available via the district's website. The general public has the ongoing opportunity to provide input during Patron Input at Board of Education meetings or through direct communication with the Board of Education or district administration.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

USD 232 experienced achievement concerns resulting from the COVID-19 pandemic and related impacts to schools. Students and teachers were in full-remote, optional remote, hybrid, and in-person learning platforms throughout the 2020-2021 school year after completing the final quarter of the 2019-2020 year fully remote. Approximately 22% of USD 232 students participated in optional remote learning in 2020-21.

District screener data in FastBridge determined significant learning discrepancies in reading skills at the 1st grade level, followed by math skill needs in 7th grade. The district noted slight achievement decline in the majority of grades and subjects. In addition, the number of students receiving special education services increased by 8.7% this past year. We see a similar increase in students who requested social-emotional support for mental wellness.

Data to monitor student growth and deficits was managed using progress monitoring, screeners, and summative assessments. During the spring of 2021, 201 students opted out of state testing (KAP, KELPA2, and DLM) due to COVID 19. This represents an increase of 95.7% from the spring of 2019, state assessments were canceled in 2020. This continued gap in state assessments scores for all students will make instructional data-measure decisions more intricate moving forward.

High school students in need of summer school and credit recovery rose from 31 to 113 in 2020-21; an increase of 233%. Summer school includes middle school students in need of skill recovery. Except for graduates, these students need continued monitoring, as they are at risk in multiple aspects.

Additionally, COVID-19 exacerbated staff shortages. Steps will have to be taken to attract and retain high quality staff needed to provide student programming.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

USD 232 will address the academic impact of lost instruction time in two ways. Targeted extended learning opportunities will be available at all grade levels. At the elementary level, summer tutoring will be provided to students who are currently in tiers two or three of MTSS. Tutoring will be one-on-one or in small groups by appointment throughout June and July. The effectiveness of this program will help make decisions about before and after school learning opportunities as well as future summer opportunities.

At the middle school level, expanded after school learning opportunities will be provided. In addition to staffing, ESSER funding may be used to address barriers to student participation in program opportunities including transportation.

At the high school level expanded before and after school opportunities will be provided. Credit recovery programs in the summer will continue to be available at a greatly reduced cost to families. Additionally, a high school jump start program will be available for students transitioning into 9th grade.

In addition to extended learning opportunities, ESSER funding will be used to provide additional support in reading to staff and students. A district literacy facilitator will continue to provide support for staff implementing research-based literacy instruction. Reading specialist support will be added to the middle schools to provide interventions for students who are experiencing skill deficits in reading.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

USD 232 will implement additional supplemental resources, materials, and intervention supports to decrease student skill gaps. Administration and building leadership teams worked to identify research-based reading, math, and social-emotional growth resources that will help increase instructional and learning capacities based on students' needs. Leadership will provide training for teachers who provide tiered instruction using identified materials and interventions.

Specific to social-emotional well-being, the district will provide all classroom teachers and related-staff, kindergarten through eighth grade, with complete Second Step resource kits and online materials. A Social Worker has been added to the itinerant staff and will serve multiple schools, teachers, and students through the MTSS process.

Staff positions in areas of literacy, MTSS, and Special Education, as well as School Improvement Specialists, will lead mentoring and modeling for teachers. The addition of general education teachers in specific schools will help reduce class sizes that were originally projected to be larger.

Special Services will provide additional nursing staff to provide attention and required medical support to medically fragile students in center-based programs. This supervision of health needs allows greater access and participation in the students' least restrictive environment, and greater impact to the quality of learning opportunities.

The district will utilize ESSER III funds to address academic needs, professional development, and extended learning opportunities. Professional development will help teachers implement formative assessments and screeners, identify student educational needs, and utilize interventions within the classroom. The district will revisit providing instruction for students with skill gaps; specifically, a focus will be placed on core curriculum needs in phonics, reading, and math. Funds will provide for social-emotional staff, intervention, and activities. Additionally, the district will explore ways to attract and retain the high-quality staff needed for implanting these initiatives

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

USD 232 utilizes FastBridge Illuminate screeners in reading, math, and social-emotional behavior to identify students experiencing learning loss or who do not meet grade-level expectations. The district also uses data from state assessments, Pre-ACT, ACT, and formative/summative scores to monitor and evaluate student learning.

SAEBRS, MySAEBRS, and BrightBytes perception data are accessed to track social-emotional indicators of students who are categorized as "At-Risk." This allows appropriate teams to evaluate individual student concerns and proactively support the child and family.

Professional development will be evaluated for continuous improvement and effectiveness through feedback surveys and baseline data collections. District PD will be assessed at each event and building training will be tracked through action steps aligned with ongoing progress towards goals and strategies.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,179,709	\$3,206,403	\$4,386,112	ESSER III Allocations	\$235,942
Approved Total	\$1,125,295	\$0	\$1,125,295	Approved Total	\$709,217
Amount Left	\$54,414	\$3,206,403	\$3,260,817	Amount Still Needed	\$0
In Review Total	\$0	\$1,846,800	\$1,846,800	In Review Total	\$0
Amount Left	\$54,414	\$1,359,603	\$1,414,017	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
232-3-0007	True Up	False	1000	110	16	\$1,095,000	Task Force Review
232-3-0008	True Up	False	1000	120	16	\$615,000	Task Force Review
232-3-0009	True Up	False	1000	220	16	\$135,000	Task Force Review
232-3-0010	True Up	False	1000	260	16	\$1,800	Task Force Review
232-3-0001	Direct	True	1000	610	12	\$199,717	Approved
232-3-0002	Direct	True	1000	110	11A	\$150,000	Approved
232-3-0003	Direct	True	1000	110	11B	\$100,000	Approved
232-3-0004	Direct	True	1000	110	12	\$259,500	Approved
232-3-0005	Direct	False	2100	121	10	\$285,600	Approved
232-3-0006	Direct	False	2100	110	10	\$130,478	Approved

## Line Item Details

Line Item ID: 232-3-0007

**Allocation Type**

True Up Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III True Up

**Account Number**

80 E 1000 0097 003

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The COVID-19 Pandemic has placed a tremendous strain on all school employees. This has led to a higher than normal attrition rate which is compounded by a shortage of candidates for many vacancies. In recognition of this situation, the District would like to pay each full time certified staff member a \$600 Retention Incentive after the 1st and 3rd quarter of FY23 and the 1st quarter of FY24. Those staff members not employed both of the previous quarters or employed less than full time will receive a prorated payment.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$730,000
<b>Budgeted Expenditures in SFY 2024</b>	\$365,000
<b>Total Expenditures</b>	<u>\$1,095,000</u>

**Status**

Task Force Review

Line Item ID: 232-3-0008



**Allocation Type**

True Up Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III True Up

**Account Number**

80 E 1000 120 0097 003

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The COVID-19 Pandemic has placed a tremendous strain on all school employees. This has led to a higher than normal attrition rate which is compounded by a shortage of candidates for many vacancies. In recognition of this situation, the District would like to pay each full time classified staff member a \$600 Retention Incentive after the 1st and 3rd quarter of FY23 and the 1st quarter of FY24. Those staff members not employed both of the previous quarters or employed less than full time will receive a prorated payment.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$410,000
<b>Budgeted Expenditures in SFY 2024</b>	\$205,000
<b>Total Expenditures</b>	\$615,000

**Status**

Task Force Review

Line Item ID: 232-3-0009

**Allocation Type**

True Up Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III True Up

**Account Number**

80 E 1000 220 0097 003

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social Security Costs for Retention Stipend.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$90,000
<b>Budgeted Expenditures in SFY 2024</b>	\$45,000
<b>Total Expenditures</b>	\$135,000

**Status**

Task Force Review

Line Item ID: 232-3-0010

**Allocation Type**

True Up Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III True Up

**Account Number**

80 E 1000 260 0097 003

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment Insurance costs for Retention Stipend

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$600**Total Expenditures** \$1,800**Status**

Task Force Review

Line Item ID: 232-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Direct

**Account Number**

80E10006100097000

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Supplemental resource materials in grades K-5 reading will provide core and Tier support for students with deficit skills in phonics, phonemic awareness, and structured reading. Provision of reading supplemental resources is necessary with building autonomy to meet each school's population, due to Covid-19 remediation needs.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$199,717**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$199,717**Status**

Approved

Line Item ID: 232-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Direct

**Account Number**

80E10001100097000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Salary and benefits for staff providing extended learning opportunities for students during the summer. The elementary program will be seven weeks with 16 hours per week for students and 20 hours for staff. We anticipate 17 staff members serving approximately 200 students. The high school program will be a one week program of 16 hours for 125 students and 20 hours for 17 staff members.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$50,000
<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
<b>Budgeted Expenditures in SFY 2024</b>	\$50,000
<b>Total Expenditures</b>	<u>\$150,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Justification: Clarification – Please provide the number of staff members, anticipated number of students and the duration of the summer program.

Line Item ID: 232-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

80E10001100097000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Salary and benefits for staff providing extended learning opportunities for students before and/or afterschool. The elementary program will be six hours per week at each of our seven elementary buildings. We anticipate 12 staff members serving approximately 70 students weekly. The secondary program will also be six hours per week at all five secondary buildings. We anticipate 20 staff members serving 125 students weekly.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
<b>Budgeted Expenditures in SFY 2024</b>	\$50,000
<b>Total Expenditures</b>	<u>\$100,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Justification: Clarification – Please provide more information on the number of staff members, and the before/after-school program components (frequency and duration) due to COVID-19.

Line Item ID: 232-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

80E10001100097000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Salary and benefits for a two middle school Intervention Specialists to provide direct intervention to students and to help staff provide specialized instruction disrupted due to COVID-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$127,800
<b>Budgeted Expenditures in SFY 2024</b>	\$131,700
<b>Total Expenditures</b>	<u>\$259,500</u>

**Status**

Approved

Line Item ID: 232-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

80E21001210097000

**Function Code**

2100 - Support Services (Students)

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The addition of seven elementary building aids to help with student intervention and supervision. The addition of the building aid position will allow elementary counselors to be taken out of the specials rotation to provide more availability for individual and small group intervention with students. The additional service is needed to increase student needs due to COVID-19

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$140,000
<b>Budgeted Expenditures in SFY 2024</b>	\$145,600
<b>Total Expenditures</b>	<u>\$285,600</u>

**Status**

Approved

Line Item ID: 232-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III Direct

**Account Number**

80E21001100097000

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Salary and benefits for a Social Worker to support students with mental health needs that have increased due to COVID-19.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$63,960**Budgeted Expenditures in SFY 2024** \$66,518**Total Expenditures** \$130,478**Status**

Approved

# ESSER III APPLICATION FOR D0316

Status

Task Force Review

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Golden Plains	210 W. 6th Street, Selden, KS 677570199	P.O. Box 199, Selden, KS 677570199
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Mary Ellen Welshhon	mewelshhon@usd316.org	(785) 386-4559

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Betty Hickert	Board Clerk	bhickert@usd316.org	(785) 386-4559
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Ashley Arnberger		ashley@usd316.org	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[http://usd316.k12.ks.us/district\\_information/district\\_\\_board\\_information](http://usd316.k12.ks.us/district_information/district__board_information)

## Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

The funds will be used to create an environment to continuously and safely reopen and operate the USD 316 Golden Plains Elementary and Middle/High School for in-person learning. Academically, USD 316 is working district-wide with KSDE Multi-Tiered System of Support (Kansas MTSS) to help mitigate student learning loss. The district coordinates with the Sheridan County Health Complex Federally Qualified Health Clinic to provide both mental and physical health services, as well as, the Northwest Kansas Educational Service Center to provide additional services to the special needs and migrant populations. The areas of English Language Arts (ELA), Behavior Social Emotional Learning (BSEL), and math are or will be addressed. The current emphasis is on direct intervention with ELA. BSEL curriculum is being vetted and will be piloted and implemented according to district needs. Math will be addressed following the BSEL implementation. Funds will be set aside to address curriculum that will be purchased to remediate learning loss through the MTSS framework and meet additional needs as identified by surveys and conversations with our stakeholders, which include students, families, school and district administration along with special education administration, teachers, parents of children representing diverse groups, and other stakeholders. Currently, as identified by stakeholders, USD 316 has a need for more supports and interventions for behavior and social emotional concerns, additional support personnel, instructional materials and resources, and school facility repairs and improvements. The funds will be used to support a Student Advocacy Coordinator, ELA and Math Interventionists, and premium pay for staff who work outside of the contract year to plan and address interventions and prepare for remote learning should the need arise. The plan is to replace old windows to improve ventilation and air quality in the elementary school. The district will provide professional development in the areas of behavior, social emotional learning and other academic areas for all teaching staff. At the middle/high school new desks will be purchased to replace tables allowing personal space and distancing. New fans will also be installed in the locker rooms to increase air circulation. In addition, we continue to purchase extensive cleaning supplies, sanitizer spray and wipes, and masks. The vehicles and buildings are sanitized and will continue to be sanitized on a regular basis.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

USD 316 Golden Plains sent a survey to all students. It was interesting to see 41.1 % of the students participate in this survey. In addition to the survey, focus groups were conducted with students three times during seminar period to openly discuss the needs they identified. The top priorities for the students were: 1. Behavioral and Emotional support provided for all students due to anxiety and depression resulting from the Covid-19 Pandemic 2. Continue with new Student Support Center and more support for high-risk students 3. Improvements to the buildings. Once the ESSER Plan is complete, it will be presented to students for additional input.

### Families

USD 316 Golden Plains sent a survey to all parents. 28.8% of the parents responded to the survey. USD 316 is very involved with the parents of the students. Many conversations were held to help consider the priorities for ESSER III funding. The top priorities for parents were: 1. Expanded Behavioral and Social Emotional Learning 2. Additional personnel to support at-risk students 3. Maintenance, repair and replacement of the windows to help provide appropriate ventilation at the Elementary School. Once the plan is complete, the district will seek feedback from parents.

### School and District Administrators including Special Education Administration

USD 316 is a small, rural district in Northwest Kansas. As an administrative team, we meet a minimum of once per week and more often when possible and/or necessary. Our district administrators also work with Special Education Administration at the Northwest Kansas Educational Service Center. The top priorities for administration were: 1. Behavior Social Emotional Curriculum 2. Improvements to the facilities 3. Continue with a ELA interventionist, Student Advocacy Coordinator, and provide more support personnel 4. Curriculum to support and remediate student learning loss as well as support the MTSS process. Once the plan is complete, all administration will review the plan and provide feedback.

### Teachers, Principals, School leaders, other Educators, School Staff and their Unions



The development of the USD 316 ESSER Plan has been a collaborative effort of many stakeholder groups including: staff, students, parents, administration, and other organizations. Staff was given opportunities to express their concerns in their PLC and Collaborative Meetings. The plan is definitely a reflection of the various conversations held among these groups. The needs identified were: 1) Personnel to support students learning loss and social emotional concerns 2) Instructional materials and resources, and 3) Maintenance, repair and improvements to the school buildings.

## **Tribes**

We have worked closely with the two students and their parents who have an origin in any of the peoples of North and South America, including Central America. These families maintain a community attachment. They do not have a tribal affiliation. We have spoken with both families, and both families had no suggestions beyond the supports already received from the district. The district has already helped them get access to medical treatment, an in-home social worker, and programs that support language acquisition. Their priority was to continue to improve and maintain these programs and supports.

## **Civil Rights Organization including Disability Rights Organizations**

USD 316 consulted with Disability Rights Center of Kansas (DCR), Families Together, and Kansas Action For Kids. All organizations expressed concern with learning loss of students with disabilities. They suggested 1) increased opportunities for students to receive additional time to help with the recovery of learning loss 2) additional supports and services 3) additional health services for children. These groups support the ESSER III plan we have developed.

## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We have worked closely with staff, parents, students and representatives of the subgroup populations in our school district. We conducted focus groups and facilitated conversations among staff and students. We consulted with the Migrant Program from the Northwest Kansas Educational Service Center, ESL families, students identified as homeless and other underserved populations. The suggestions that came out of those conversations were: 1) the need for better ways to provide these populations with health services 2) a need for more ESL services 3) more instructional materials and resources 4) additional personnel to support Migrant and ESL students.

## **Provide the public the opportunity to provide input and take such input into account**

Information on the ESSER application was presented to the USD 316 Board of Education. Public input was received from stakeholders from each group. We are a small 1A district, and many of the individual stakeholders serve in one or more category of stakeholders.

## **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

There is no doubt that the impacts of COVID-19 have been great on schools, students, families, and staff. USD 316 is a small, rural school with an enrollment of 188 students in grade pre-k through 12. There are two attendance centers, a Pre-K through 5 elementary school and a middle/high school that serves grades 6 through 12. In 2020, students went to on-line learning and were not back to finish the year in-person. On-line learning was very difficult for many of the students and some did not engage in on-line learning. In 2020-2021 the students were able to return to in-person learning, and they wore masks all day. It was noted that students in all grade levels were experiencing higher levels of anxiety and depression and were often disengaged from their academics and activities. Student attendance and enrollment were additionally affected. When looking at Aims Web Math data, K-8 students showed a decrease of 8% at Benchmark, a decrease of 57% at Strategic, and an increase of 65% at intensive. Aims Web Reading data K-8 showed a decrease of 15% at Benchmark, increase of 5% at strategic, and an increase of 10% at intensive. The average ACT score of our students was 17.2 which was a decrease from the score prior to on-line learning and Covid-19. Across the board in all academic areas, our students showed a learning loss.

The increase in behavioral, social and emotional issues among students has increased. Antidotally, observation and stakeholder reports indicated a definite increase across all grades in the number of students reporting chronic anxiety or isolated episodes of anxiety. The district has had more students receiving counseling. Data from the Kansas Communities That Care Survey in 2021 showed that 55.6% of the students reported they were depressed and 51.1% reported they were anxious and conflictual. The survey results indicated that social and emotional areas were of great concern and will be addressed through the use of ESSER Funds as will all academic areas.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

Over twenty percent of the USD 316 ESSER III Funds will be used to address the academic impact of lost instructional time. Our entire staff implemented the Multi-Tiered System of Support (MTSS) for ELA during the 2021-2022 school year. Exploration of the need for Behavior, Social and Emotional Learning (BSEL) curriculum was evaluated and curriculums were vetted during the 2021-2022 school year. BSEL curriculum will be piloted and chosen during the 2022-2023 school year and implemented in 2022-2023 with MTSS supports. The district will receive training in math MTSS during the summer of 2023 and begin MTSS math implementation during the 2023-2024 school year. Research based curriculum will be purchased to support MTSS intervention. In addition, the funds will be used for BSEL curriculum and additional supports for learning loss.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

ESSER Funds will support teacher duties outside of contract time, retention of staff, provide health and mental health services/supports to students and families, improve indoor air quality, increase connectivity through a new phone system, expand classroom technology to fully utilize and implement new curriculums, and continue the purchase of sanitizing agents.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

To monitor the use of and impact of ESSER III funding, academic needs will be reviewed through the use of FastBridge, State Assessments, and ACT. Social Emotional Health will be monitored through FastBridge's Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) and The Kansas Communities That Care Survey. Subgroup data will be analyzed separately to make sure all student needs are being met. The expectations are that student grades, engagement, and attendance will begin to show improvement.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$417,844	\$0	\$417,844	ESSER III Allocations	\$83,569
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$417,844	\$0	\$417,844	Amount Still Needed	\$83,569
In Review Total	\$417,844	\$0	\$417,844	In Review Total	\$83,569
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
316-3-0001	Direct	False	1000	150	16	\$116,600	Task Force Review
316-3-0002	Direct	True	1000	110	16	\$16,600	Task Force Review
316-3-0003	Direct	True	1000	110	16	\$25,000	Task Force Review
316-3-0004	Direct	True	1000	320	16	\$25,000	Task Force Review
316-3-0005	Direct	False	1000	644	10	\$17,000	Task Force Review
316-3-0006	Direct	False	4700	460	13	\$29,000	Task Force Review
316-3-0007	Direct	False	1000	733	16	\$14,000	Task Force Review
316-3-0008	Direct	True	1000	210	12	\$5,500	Task Force Review
316-3-0011	Direct	False	2000	650	9	\$25,000	Task Force Review
316-3-0012	Direct	False	1000	733	15	\$2,600	Task Force Review
316-3-0014	Direct	False	1000	644	12	\$82,044	Task Force Review
316-3-0015	Direct	False	2134	113	16	\$48,031	Task Force Review
316-3-0016	Direct	True	2000	113	1A	\$4,850	Task Force Review
316-3-0017	Direct	True	1000	644	12	\$6,619	Task Force Review

## Line Item Details

Line Item ID: 316-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

83.1000.150

**Function Code**

1000 - Instruction

**Object Code**

150 - Additional Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The funds will be used to provide retention incentive pay for additional duties required to work in a COVID environment and to maintain staffing through 2024. The amount budgeted for each year will be equally divided among all of the district employees and presented as incentive pay one time each year. This includes teachers, office staff, paraeducators, bus drivers, kitchen staff, and custodial staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$58,300
<b>Budgeted Expenditures in SFY 2024</b>	\$58,300
<b>Total Expenditures</b>	<u>\$116,600</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please indicate the distribution amount for each staff member.

Line Item ID: 316-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

83.1000.110

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The district added a 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 most vulnerable populations.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$6,600
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<b>Total Expenditures</b>	<u>\$16,600</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Because this is marked for 20%, please describe how these positions will target learning loss due to Covid-19 disruptions specifically as they relate to your most vulnerable populations (i.e. students with disabilities, ESL, homeless etc...)

Line Item ID: 316-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

83.1000.110

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The district added a part-time math interventionist for the 2022-2023 school year to address low math scores on FastBridge testing. All students in kindergarten through twelfth grade are screened in math three times per school year. Students who are identified through this screening as in need of math remediation will receive this from the math interventionist. The FastBridge screening will allow the district to identify the students who have specific math learning loss. This position will allow students to receive the math remediation necessary for their success. In reviewing data from this previous school year, the majority of students who would qualify for this remediation are our most vulnerable students including those identified as special education and ESL.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$25,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$25,000
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Because this is marked for 20%, please describe how this position will target learning loss due to Covid-19 disruptions specifically as it relates to your most vulnerable populations (i.e. students with disabilities, ESL, homeless etc...)

Line Item ID: 316-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

83.1000.320

**Function Code**

1000 - Instruction

**Object Code**

320 - Professional-Education Services

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified teachers will receive compensation for attending MTSS training outside of their contract time in the summer of 2023. This will be two days of training to help improve teacher skills that focus on addressing learning loss in math and implementing math MTSS within the school system. Teachers will be compensated at a rate of \$35 per hour to participate in these training days. These days will be committed to understanding and implementing the MTSS structure for math. Foundational math teaching will be addressed with the entire teaching staff, not just those who teach a math class. This will strengthen every teacher's ability to be a teacher of math, and, in turn, allow our system to more effectively address math learning loss caused by the COVID-19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$25,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$25,000</u>

**Status**

Task Force Review

Line Item ID: 316-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

83.1000.644

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 316 will adopt and purchase a researched based Behavior, Social Emotional Learning (BSEL) curriculum during 2023. The current vetting process has identified Second Step (PK-5) and School Connect (6-12) as potential curriculums. New BSEL curriculum will address one of the main needs expressed by our stakeholders.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$17,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$17,000</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "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."

Line Item ID: 316-3-0006



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

83.4700.460

**Function Code**

4700 - Building Improvements

**Object Code**

460 - Repair of Buildings

**Allowable Use**

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

All documentation has been submitted by email on July 1, 2022.

New windows will be purchased and installed at the elementary school. The current windows do not seal properly and have mold forming in some areas. Some windows have had to be sealed shut because they can no longer open and close safely. The new windows should improve air flow, which will reduce virus transmission.

The assurances for Construction and Capital Expenditures have been check and sent to ESSER. USD 316 has submitted a formal request to the Historical Society for a letter of approval for the project. USD 316 is and will have the environmental study completed and a letter sent prior to beginning the project.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$29,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$29,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if meets CDC guidelines.

Per narrative, "The plan is to replace old windows to improve ventilation and air quality in the elementary school."

Line Item ID: 316-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

83.1000.733

**Function Code**

1000 - Instruction

**Object Code**

733 - Furniture and Fixtures

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD 316 needs to purchase 60 desks for the middle/high school to replace tables in classrooms. This will allow students to distance per CDC guidelines.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$14,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$14,000</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "At the middle/high school new desks will be purchased to replace tables allowing personal space and distancing."

Line Item ID: 316-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

83.1000.210

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Health insurance (.5) for the new math interventionist.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$5,500
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$5,500</u>
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**Status**

Task Force Review

Line Item ID: 316-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

83.1000.650

**Function Code**

2000 - Support Services

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Smart boards from Promethean will be installed in all middle/high school classrooms. These will improve student engagement and allow full implementation of online components in current and future curriculum. The smart boards will allow teachers to fully implement the curriculum utilizing all of the online components of the program. By presenting materials on the smart board, teachers will be able to present to students in a way that meets the visual learning styles of many students. These boards will allow teachers to meet the individual learning needs of more students in the regular classroom. Utilization of this technology will assist in remediation of learning loss for all students, but, specifically, for our most vulnerable populations because many of these students require material be presented in more than one way to learn the material.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$25,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$25,000</u>

**Status**

Task Force Review

Line Item ID: 316-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

83.1000.733

**Function Code**

1000 - Instruction

**Object Code**

733 - Furniture and Fixtures

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Fifteen new chairs will be purchased for the computer lab that are made of an easily cleaned and disinfected material. The current chairs are fabric task chairs that can not be easily wiped down. To disinfect the current chairs the only option is a disinfectant spray that can take time to dry. This does not make it feasible to disinfect the chairs between each class period. The new chairs will be a vinyl task chair that can easily be wiped down with a disinfectant wipe between class periods. This will reduce the risk of virus transmission.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,600
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,600</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please describe current chairs and the quantity of new chairs to be purchased.

Line Item ID: 316-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

83.1000.644

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These funds will be used to extend the current GoMath curriculum K-5 at the end of the 2022-2023 school year, purchase a new elementary science, elementary social studies, middle school science, and 7th grade Kansas history curriculums. In fiscal year 2024, a new elementary math curriculum will be vetted and adopted. All of the above 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 (IEPs, ILPs, 504s) will be considered when adopting curriculum. The needs of the vulnerable populations within our district will be of top priority when selecting, adopting, and implementing these curriculums.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$57,044
<b>Budgeted Expenditures in SFY 2024</b>	\$25,000
<b>Total Expenditures</b>	<u>\$82,044</u>

**Status**

Task Force Review

Line Item ID: 316-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

83.2134.113

**Function Code**

2134 - Nursing Services

**Object Code**

113 - Part-Time Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Add nursing services to assist with keeping staff and students safe. The nurse will work with staff, students, and families to ensure all know and understand symptoms of covid-19 and help and make sure all proper guidelines are followed. The position will be for 3 days per week and on call as needed. This position will help to monitor and maintain healthy school operations for in-person learning.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$31,092
<b>Budgeted Expenditures in SFY 2024</b>	\$16,939
<b>Total Expenditures</b>	<u>\$48,031</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 316-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

83.2000.113

**Function Code**

2000 - Support Services

**Object Code**

113 - Part-Time Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These funds will be used to increase the music program by providing additional music-based intervention to small groups. The music-based interventions will be an additional two hours per week on top of the current whole-group music classes offered at our elementary school. Since the Covid-19 pandemic, we have seen an increase in students who are demonstrating symptoms consistent with anxiety and depression. These symptoms have contributed to learning-loss in our most vulnerable populations, especially our students with emotional and learning needs. The disruption in learning that these students experienced combined with their specific learning and emotional needs, has made the transition back to in-person learning quite difficult. Since the brain processes music in both hemispheres, music is proven to stimulate cognitive functioning. These added small-group, music-based interventions will encourage students in self-expression and communication. This will assist them in managing stressful situations and help them tolerate change, as well as, serve to reduce the anxiety they are experiencing after returning to in-person learning. These interventions will allow the students to continue to make strides to overcome the learning loss they have experience due to the covid-19 pandemic. Additionally, music education provides a well rounded educational experience as authorized by ESEA while continuing to support the needs of our diverse student groups.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4,850**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4,850**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 316-3-0017

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

83.1000.

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These funds will be used to extend the current Go Math curriculum K-5 at the end of the 2022-2023 school year. Local and State Assessments indicate that the learning loss from the COVID-19 pandemic in the area of math has been significant for all students, but specifically for our ESOL, migrant, and special education students. Go Math is an approved evidence based program and will help remediate and increase learning in the area of math. Through this extension of GoMath, our staff will be able to maintain consistency of curriculum for these students who have experienced so many uncertainties throughout the pandemic. GoMath resources include specific English Language Learner guides to assist in specific remediation and growth for our ESOL students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$6,619
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<b>Total Expenditures</b>	\$6,619
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item



# ESSER III APPLICATION FOR D0363

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Holcomb	305 Wiley, Holcomb, KS 678510008	Box 8, Holcomb, KS 678510008
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Scott Myers	Scott.Myers@usd363.com	(620) 277-2629

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Scott Myers	Superintendent	scott.myers@usd363.com	(620) 277-2629

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1635513/USD\\_363\\_21-22\\_Back\\_to\\_School\\_Plan.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1635513/USD_363_21-22_Back_to_School_Plan.pdf)

## Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

From the onset of the pandemic, the Holcomb School System, USD 363, has worked closely with the Finney County Health Department, the Garden City School District, USD 457, and the Garden City Catholic School system to corroborate/coordinate pandemic statistics and mitigation efforts. Specifically, there is a standing weekly Thursday meeting via ZOOM where the County Indicators of the Pandemic are discussed, and the local data are shared. From these meetings, USD 363 examines the data and sets the Pandemic Response Level for the district for the next week. Our Levels span from Level One to Level Six. (Level One is "normal" schooling, and Level Six is "Full Remote Learning.")

Along with working with other local entities throughout the pandemic, the Holcomb School District has dedicated considerable funds to address the situation so as to do all we are able to stay in school with in-person learning. A hallmark of this plan has been the bringing on of additional professional staff members to work with the students in smaller student groupings. This simple yet powerful approach has allowed us to keep our students and staff members at CDC recommended distances. Along with this investment, we also have utilized other barriers to mitigate the spread of potential sickness. Plastic shields have been used to separate students when they aren't able to be three feet away from each other. This has proven to be effective.

The responses we take and implement are, once again, tied to our District Pandemic Learning Plan. As the numbers dictate a more severe response, we have moved to more and more restrictive responses so as to keep the spread of COVID in check, and we have been HIGHLY successful with this approach as we have not lost a single day of in-person schooling throughout the year due to COVID.

## Stakeholder Engagement

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Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

The principals of all of our attendance centers pulled together various groups of students (Student Councils and various Student Clubs and Organizations and Individual Grade-level Classes) to discuss the pandemic and the fact that we have ESSER III monies to utilize to help them with their academic experience and journey. Considering the different levels of sophistication found within the different ages of our students, these conversations were tailored to meet their development levels, and we were pleased with the level of engagement demonstrated by our students as they took part in these conversations. We were also pleased with the divergent thinking expressed by some of our students who came up with viable ideas for helping them that we simply had not considered. Many of the ideas actually fit into the socio-emotional part of the world (which makes perfect sense), and are worth pursuing with other funding even if the ESSER III money cannot be used to complete that particular purchase – second graders wanted an ice cream machine.

Along with the focus group approach we employed, the middle school principal and high school principal disseminated surveys to their students, asking them how best we might provide for their needs with these funds. Once again, we were pleased with the level of maturity and depth of thinking that went into the responses we received. It was particularly rewarding that the efforts we have been engaged in throughout all of this (bringing on additional people to address learning loss and to prop up the students emotionally) were mentioned by the students time and again as a positive way to help support their needs.

#### Stakeholder Feedback

Student Subgroups - Who are the individuals representing these subgroups?

We took a broad approach to this, seeking feedback from the student body as a whole. All subgroups of the district - ESL, Migrant, Homeless, Low SES, Ethnic/Racial - were represented as they are a part of the student body as a whole. This was achieved by sending all students in those two attendance centers a survey seeking their input on how we should best use the monies to help them with their schooling experience in light of COVID. Along with that, though, the principals engaged with Student Council to hone in on the thinking of the student bodies.

At the elementary levels, classroom discussions took place regarding this. Then as was the case with the secondary division of the district, the feedback gleaned was then discussed with the Student Council in the 3-5 building. The PreK-2 attendance center does not have a Student Council.

### **Families**

We have worked closely with the families of our students throughout the pandemic. Besides simply keeping them informed of the steps we have taken to ensure a safe and secure learning environment for our students and staff members, we also have very purposefully engaged with our people to help us in developing our ESSER support plan. Specifically, we conducted surveys and also had this topic of importance as a focus during our Building Site Council Meetings, our Parent Teacher Conferences and our District-Wide Site Council Summit meetings.

The feedback we continually received from the families of our students revolved around providing extended and enhanced learning opportunities for our students and for increased efforts in our socio-emotional approach here in district. As for the learning opportunities, we expanded Summer School and also added personnel to work at all levels with specified supports within our MTSS program. As for the socio-emotional side of things, we brought on four dedicated para professionals to help keep the students up to speed with their work if they ever were quarantined or were COVID positive. Also, we added in two Student Advocate positions to work with students who might be struggling with their schoolwork or with their adjustment to the stressors of the day.

### **School and District Administrators including Special Education Administration**

As would be predicted, the work around the Pandemic fairly well sucked the air out of the room for the administrators of the district. MANY hours of hard work has taken place to ensure we have responded in a manner that set our people up for success, academically and health wise. The administrative team has weekly meetings to discuss how we may best meet the needs of our students, so we simply added into the mix the pandemic's impact on everything, making sure to be forward leaning as we discussed possible approaches to provide for our people, students and staff alike. Along with these meetings, the pandemic and the district's response to the pandemic was a major part of the annual Leadership Retreat we took this last summer. Also, we made sure to complete the required Building Needs Assessments with the filter of meeting the needs of our people due to the pandemic.

From all of this scrutiny, we decided the best way forward to meet the needs of our students was to invest in expanding our Summer School and in bringing on additional personnel to work with the students on their academic deficiencies caused by the disruption to their learning. Likewise, we brought on additional people to provide emotional supports for our students.

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

So as to glean the best possible set of options for providing for our students, the administrative team very carefully involved our school staff in discussions about that very topic on multiple occasions. The topic of better serving our students was the repeated theme of monthly faculty meetings, the School Improvement Council, meetings with the Holcomb Association of Teachers, Building Leadership Team meetings, Department meetings, and Grade level meetings.

As was the case with the administrative team's thoughts, the staff came back to the importance of providing additional supports for our students both academically and with their socio-emotional needs. Also, the feedback we consistently received and continue to receive is it is a boon to all to bring on additional staff members to work with students on their learning loss and to provide support for any emotional struggles the students may be facing. Along with this support, the staff also saw the benefit of expanding our Summer School to include as many students as possible, not just for those students who did not do particularly well during the past academic year.

### **Tribes**

Referring to our School Management System, we discovered thirteen of our families (fifteen students) identify themselves as Native American. This makes up 1.5% of the district's student population. Invitations were sent to these families to take part in a focus group to discuss ways for us to serve the needs of their students. While only two of the families were able to attend the meeting we held, we did receive valuable feedback regarding serving their needs.

Specifically, both families expressed appreciation for the efforts we have put forth to address any academic challenges their children faced due to the pandemic. Of particular merit, both families mentioned how important it was for us to have offered our enhanced and expanded Summer School opportunity as it helped their children gain academic skills. Also, the families appreciated the extra supports we have implemented in providing for the socio-emotional needs of their students as these supports have provided a foundation of support for their children when they experienced times of emotional acceleration.

Along with these responses, one of the families also thought we should take a look at our communication methods as there was an instance where the family received a truancy letter from the district when the County Health Officer ordered their child to be quarantined for several days. Obviously, this was an oversight on our part, and I apologized to the family for this occurring. This information was valuable for us to receive as the last thing we want to do is to add to any feelings of angst ever, but this is particularly true during trying times such as the COVID era.

Lastly, the other family mentioned how important it would be for us to provide tutoring services for the PARENTS in both math and ELA. This way they would be better prepared to help their children succeed academically. This family also mentioned it would be beneficial for us to provide to the families information for assisting their children in the transition from the middle school to the high school, both academically and socially.

### **Civil Rights Organization including Disability Rights Organizations**

We reached out to the local United Way Chapter and Mosaic, a disabilities rights center for residents of Finney County, with a survey seeking feedback regarding ideas to meet the needs of our students.

While we did not hear back from anyone from United Way, I did have a conversation with the Executive Director of Mosaic, and he fully supports the steps we have taken to benefit all of our students. Specifically, we will maintain our dedication to providing additional academic help to address any learning loss that might have occurred during the pandemic. Along those lines, we will keep in place our enhanced Summer School and keep on board our professionals who work individually with the students on their academic needs. Along with the academic supports, we are also dedicated to maintaining our approach to providing socio-emotional supports for our students. The Student Advocate positions we have brought on to work with students who are struggling emotionally will be maintained as we move forward from here.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We pulled together individuals representing ELL, Migrant, Foster Care and Homeless students to discuss how we might best leverage our ESSER III dollars to advantage these students. Through this conversation, it was patently clear the people have appreciated our efforts in meeting the learning loss of these students through our enhanced Summer School and through the additional professionals we brought on to work individually with the students in any areas of learning loss. This was especially true in areas of ELA and math. They also expressed their appreciation for the efforts we have taken to address socio-emotional needs of our students. The Student Advocates and the additional paraprofessionals we brought to the district have made a real difference to the general wellbeing of the students, thus allowing them the foundation needed to flourish in the academic setting.

Student Subgroups - Who are the individuals representing these subgroups?

Throughout the second semester of this school year, our local Directors of the various special populations - ELL, Migrant, Foster Kids, Homeless - engaged directly with families/guardians of these students to get their opinions and thoughts on how we might best address any needs that have surfaced due to the ravages and disruptive nature of COVID. We particularly honed in on any learning loss that occurred in hopes of providing these students with additional services to assist them in the educational journeys. Then, once we had gathered our information, we held a special meeting with the Directors and the other administrators of the district to set our sights on creating plans to build on our previous successes in serving these special populations, looking to make any needed adjustments.

### **Provide the public the opportunity to provide input and take such input into account**

Throughout the Pandemic, we have engaged with our stakeholders to gain perspective on what they feel is needed to address the overall well-being of our students, academic and emotionally alike. From these ongoing conversations, we developed our approach to enhance and expand our Summer School program and our bringing on additional professionals to work with our students regarding their learning loss. Also, we used this information to build and then implement a strong approach to the socio-emotional needs of our students, creating two Student Advocate positions and four Homebound Instructional Liaisons to work closely with any students who might be struggling due to the stressors of the situation.

Upon creating and implementing these strategies, we have very didactically worked to keep our people informed of our efforts and the successes and growth areas we have experienced. We did this through Site Council Meetings, during Parent Teacher Conferences, the District Site Council Summit Meeting and during the Board of Education meetings. During all of these venues, we hold open discussions about how our efforts are faring and then discuss how we might need to adjust things as we continue through all of this. These rich and robust conversations have led us to building strategies and approaches that have benefited our students and staff alike.

Two distinct themes presented themselves throughout the engagement efforts we put forth. First, the people of the district see the benefit and logic of expending ESSER III monies on efforts that directly impact the learning loss of the students. Also, the people definitely see the virtue of providing additional supports to our students in regards to the socio-emotional needs. We will definitely build on our past successes within these two areas and move forward in a way that strives to meet the individual needs of each and every student in our school system.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

The pandemic has certainly taken its toll on our student body. This showed up both academically and through the sheer volume of disciplinary referrals we have experienced since the onset of the COVID Era.

Using Fast Bridge math data, the results within our ongoing assessing of our students' achievement has shown a downturn of success. Specifically, during the 2019-2020 school year, 47% of our 2nd – 12th graders showed up as experiencing "some or high risk." During 2020-2021 that percentage grew to be 50%, up by 3 percentage points in a year and half's time.

Similar results are found within our K- 1st grade Early Math program where 26% of our students were identified as having "some or high risk" in 2019-2020 and then grew to be 33% in 2020-2021.

Along with the math results we have experienced, our reading achievement results witnessed the same sort of slide. In 2019-2020 46% of our 2nd-12th graders were identified as having "some or high risk." By 2020-2021, that percentage grew to 52%!

Likewise, our K-1st grade Early Reading had 50% identified as having "some or high risk" in 2019-2020. In 2020-2021 that percentage grew to be 52%.

Along with this district data, the middle school quarterly F data grew in ways not seen in the past. During the 2019-2020 school year, there was an average of five F's per quarter earned by the student body. But, during the 2020-2021 school year that average grew to be TWENTY-EIGHT per quarter!

Along with the ravages COVID has had on our students' academic success, there has been an increase in instances in disciplinary issues across the entire district. Specifically, in the 2019-2020 school year across the district there were a grand total of fifteen days of ISS meted out to our student population, but in the 2021-2022 school year that number has grown to forty-two already for this school year, and we have another three months of school to go. Also, the sheer volume of instances of OSS went up during that same time period. In 2019-2020 there were five instances of OSS, but this school year has already seen a total number of fourteen OSS instances.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

The district is dedicated to strengthening our strategies we have implemented to address the learning loss of our student body. One approach has a direct impact on learning while our second strategy addresses socio-emotional needs of our students, thus providing them with the supports mentioned in "Maslow's Hierarchy of Needs" that must be present in order for a person to move up towards a state of "Self Actualization."

Academically, we will continue our efforts to enhance and expand our Summer School. In the past Summer School was pretty much voluntary, and we worked with the students who chose to attend. Starting last year, we examined our data and reached out and invited students to attend who had experienced learning loss, and we were pleased to have more students attend this learning opportunity than ever in the past. We will double down on these efforts to have even more students attend this learning opportunity so that we are able to continue to pinpoint the academic deficiencies of our students. This sets the students up for greater potential success as they come back to the school in August.

Along with this pointed effort, we plan to add to our approach of having additional professionals and paraprofessionals available to meet the needs of our students, particularly those students in Tiers Two and Three within our MTSS framework. We have expanded these efforts to the middle and high schools through the dedicated At-Risk Coordinator we brought on this past year. To help with all of this even more, we plan to bring on a middle /high school Academic Interventionist whose role will be to do an even deeper dive into the particular needs of each student who is struggling. This person will not only work with the students, but he will also provide supports to the middle school and high school teachers with strategies to facilitate academic growth in their classrooms.

As alluded to earlier, we are also dedicated to assisting our students with their socio-emotional health. Toward that end, we will maintain our two Student Advocate positions we created this past year, and we will maintain our extra paraprofessionals whose responsibilities include working with the students in smaller educational groups and being the go between with the families as the students miss school due to being quarantined or from testing positive to COVID. This simple yet powerful strategy was pivotal in keeping the students engaged with the school so that when they did return they didn't have to suffer through an extra acclimation period. They remained connected with the school and our staff. This has proven to be very important to the socio-emotional health of our students.

Along with this continued approach, we also are planning on bringing on an elementary art teacher who will function as a recreational therapist for our students. Having this dedicated professional working with our K-5 students will provide them with an outlet for their feelings and will help them deal with any potential disruptive trauma-based experiences they might be having. Providing this service will go a long way toward helping students regulate themselves when they are feeling accelerated. Along with this, though, we plan to outfit our two Sensory Rooms with a variety of therapeutic materials the students may use when in need to calm down. These overt approaches will have the impact of helping our students self-regulate, thus allowing them more time to engage in educational activities rather than having to deal with emotional outbursts.

### **How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

We will dedicate our remaining ARP ESSER funds to our enhanced and expanded June Summer School learning experience. Fortunately, we have the funds available to operate this portion of extended learning for the next two summers, so that helps us with honing our approaches to meeting the learning losses of our students. Along this line, we will continue our approach of inviting more students to attend these events and may even add in a "jump start" schooling approach in early August if it becomes evident there is a need for this sort of opportunity.

Also, we have plans to ramp up other "out of school" extended learning opportunities where we will be able to define the particular academic needs of our students who are not experiencing success. These tutoring events will be conducted by licensed teachers and will be personally built to meet the specific needs of the students who are participating.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

We have a strong Individual Plan of Study program here in our district. As a part of that work, we closely follow all academic, attendance and socio-emotional data for each one of our students. This is done at the building level through the School Intervention Team (SIT). But, the data are also examined at a macro level at the building level as well. This examination allows us to see how our efforts are impacting each student but also allows us to get a thorough understanding how our strategies and approaches are working on a grander scale.

Specifically, we gather pre and post testing data as a part of our Summer School program, Academic Growth data through our use of Fast Bridge three times a year, and through tracking the grades of our students, looking especially for trends that show if our efforts are helping improve the situation. Along with the academic data we gather, we also gather office referral data, detention data, ISS data and OSS data. This information is considered at the individual student level and at the building level and ultimately at the district level.

Along with the academic data and the data associated with disciplinary referrals, we also gather attendance data and data generated from the students regarding their emotional health. Each day all of the students engage in assessing their "state of emotional health" and report their feelings through a variety of means throughout the district (Google doc, report to teacher etc). Once again, these data are examined at the individual level, the building level and at the district level. Specific actions are then taken to assist individual students in need and for the entire building if the situation warrants.

Our data orientation definitely leads us down the path toward determining if our interventions and strategies are having the intended impact, thus setting us up for an opportunity to adjust things if need be.



## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,272,173	\$0	\$1,272,173	ESSER III Allocations	\$254,435
Approved Total	\$375,675	\$0	\$375,675	Approved Total	\$272,514
Amount Left	\$896,498	\$0	\$896,498	Amount Still Needed	\$0
In Review Total	\$545,162	\$0	\$545,162	In Review Total	\$0
Amount Left	\$351,336	\$0	\$351,336	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
363-3-0040	Direct	False	2300	120	3	\$25,222	Task Force Review
363-3-0041	Direct	False	2300	220	3	\$1,930	Task Force Review
363-3-0042	Direct	False	2300	210	3	\$4,576	Task Force Review
363-3-0043	Direct	False	2300	260	3	\$25	Task Force Review
363-3-0044	Direct	False	2300	290	3	\$3,344	Task Force Review
363-3-0045	Direct	False	2100	120	10	\$27,500	Task Force Review
363-3-0046	Direct	False	2100	220	10	\$2,104	Task Force Review
363-3-0047	Direct	False	2100	210	10	\$4,576	Task Force Review
363-3-0048	Direct	False	2100	260	10	\$28	Task Force Review
363-3-0049	Direct	False	1000	110	16	\$182,470	Task Force Review
363-3-0050	Direct	False	1000	120	16	\$69,390	Task Force Review
363-3-0051	Direct	False	1000	220	16	\$19,267	Task Force Review
363-3-0052	Direct	False	2100	110	16	\$7,710	Task Force Review
363-3-0053	Direct	False	2100	120	16	\$5,140	Task Force Review
363-3-0054	Direct	False	2100	220	16	\$983	Task Force Review
363-3-0055	Direct	False	2200	110	16	\$2,570	Task Force Review
363-3-0056	Direct	False	2200	220	16	\$197	Task Force Review
363-3-0057	Direct	False	2300	110	16	\$2,570	Task Force Review
363-3-0058	Direct	False	2300	120	16	\$5,140	Task Force Review
363-3-0059	Direct	False	2300	220	16	\$590	Task Force Review
363-3-0060	Direct	False	2400	110	16	\$7,710	Task Force Review
363-3-0061	Direct	False	2400	120	16	\$15,420	Task Force Review
363-3-0062	Direct	False	2400	220	16	\$1,770	Task Force Review
363-3-0063	Direct	False	2500	120	16	\$10,280	Task Force Review
363-3-0064	Direct	False	2500	220	16	\$787	Task Force Review
363-3-0065	Direct	False	2600	120	16	\$64,250	Task Force Review
363-3-0066	Direct	False	2600	220	16	\$4,915	Task Force Review
363-3-0067	Direct	False	2700	120	16	\$35,980	Task Force Review
363-3-0068	Direct	False	2700	220	16	\$2,752	Task Force Review
363-3-0069	Direct	False	3100	120	16	\$33,410	Task Force Review

363-3-0070	Direct	False	3100	220	16	\$2,556	Task Force Review
363-3-0001	Direct	True	1000	110	11A	\$19,800	Approved
363-3-0002	Direct	True	1000	120	11A	\$1,589	Approved
363-3-0003	Direct	True	1000	220	11A	\$1,636	Approved
363-3-0004	Direct	True	1000	260	11A	\$22	Approved
363-3-0005	Direct	True	1000	610	11A	\$800	Approved
363-3-0006	Direct	False	1000	110	10	\$43,000	Approved
363-3-0007	Direct	False	1000	220	10	\$3,290	Approved
363-3-0008	Direct	False	1000	260	10	\$43	Approved
363-3-0009	Direct	False	1000	210	10	\$6,864	Approved
363-3-0010	Direct	True	1000	120	10	\$188,550	Approved
363-3-0011	Direct	True	1000	220	10	\$14,424	Approved
363-3-0012	Direct	True	1000	260	10	\$189	Approved
363-3-0013	Direct	True	1000	210	10	\$45,504	Approved
363-3-0014	Direct	False	2660	120	3	\$40,000	Approved
363-3-0015	Direct	False	2660	220	3	\$3,060	Approved
363-3-0016	Direct	False	2660	260	3	\$40	Approved
363-3-0017	Direct	False	2660	210	3	\$6,864	Approved

## Line Item Details

Line Item ID: 363-3-0040

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries -ESSER III

**Account Number**

34346

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Since the advent of COVID, additional demands of time have been foisted upon our building principals. With the uptick of socio-emotional outbursts of some of the students, increased miscreant behaviors of the students and additional stressors being felt by our adults in the buildings, our principals have spent more and more time engaged one-on-one and in small groups with a variety of populations. As we firmly believe working with the people of the schools is the primary responsibility of these dedicated educational leaders, the fact of the matter is there are many other "essential" duties of a principal in the realm of curriculum development, professional learning, pedagogical strategies and academic and emotional-oriented data gathering and analysis that simply takes time. Coupling these extant duties with the increased needs that have surfaced with our people, and it has become patently obvious our principals simply do not have the time needed to help curb and fully address the learning loss so many of our students have experienced.

Time is a definite resource, so investing ESSER III monies into bringing on a newly created position, the Director of Instructional Services, to address the essential areas of curriculum design and other professional learning, time will be freed up for the principals to be in the classrooms working with the teachers and to be involved in deep data analysis geared at pinpointing the discreet academic and socio-emotional needs of each student in our system. The powerful strategy of developing a situation where the principals are free to address these needs will make a true difference for our students while we will STILL be able to move forward as a district regarding the curricular work that has to be completed if we are to remain fully prepared to meet the needs of our clientele and to overcome the learning loss COVID has caused.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$25,222
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$25,222</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 363-3-0041

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Fica ESSER III

**Account Number**

34348

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Since the advent of COVID, additional demands of time have been foisted upon our building principals. With the uptick of socio-emotional outbursts of some of the students, increased miscreant behaviors of the students and additional stressors being felt by our adults in the buildings, our principals have spent more and more time engaged one-on-one and in small groups with a variety of populations. As we firmly believe working with the people of the schools is the primary responsibility of these dedicated educational leaders, the fact of the matter is there are many other "essential" duties of a principal in the realm of curriculum development, professional learning, pedagogical strategies and academic and emotional-oriented data gathering and analysis that simply takes time. Coupling these extant duties with the increased needs that have surfaced with our people, and it has become patently obvious our principals simply do not have the time needed to help curb and fully address the learning loss so many of our students have experienced.

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<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,930
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$1,930

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 363-3-0042

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Fringe ESSER III

**Account Number**

34339

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

210 - Group Insurance

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Since the advent of COVID, additional demands of time have been foisted upon our building principals. With the uptick of socio-emotional outbursts of some of the students, increased miscreant behaviors of the students and additional stressors being felt by our adults in the buildings, our principals have spent more and more time engaged one-on-one and in small groups with a variety of populations. As we firmly believe working with the people of the schools is the primary responsibility of these dedicated educational leaders, the fact of the matter is there are many other "essential" duties of a principal in the realm of curriculum development, professional learning, pedagogical strategies and academic and emotional-oriented data gathering and analysis that simply takes time. Coupling these extant duties with the increased needs that have surfaced with our people, and it has become patently obvious our principals simply do not have the time needed to help curb and fully address the learning loss so many of our students have experienced.

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<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$4,576
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$4,576</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 363-3-0043

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment ESSER III

**Account Number**

34363

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Since the advent of COVID, additional demands of time have been foisted upon our building principals. With the uptick of socio-emotional outbursts of some of the students, increased miscreant behaviors of the students and additional stressors being felt by our adults in the buildings, our principals have spent more and more time engaged one-on-one and in small groups with a variety of populations. As we firmly believe working with the people of the schools is the primary responsibility of these dedicated educational leaders, the fact of the matter is there are many other "essential" duties of a principal in the realm of curriculum development, professional learning, pedagogical strategies and academic and emotional-oriented data gathering and analysis that simply takes time. Coupling these extant duties with the increased needs that have surfaced with our people, and it has become patently obvious our principals simply do not have the time needed to help curb and fully address the learning loss so many of our students have experienced.

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<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$25
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$25</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 363-3-0044

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

KPER WAR ESSER III

**Account Number**

34364

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Since the advent of COVID, additional demands of time have been foisted upon our building principals. With the uptick of socio-emotional outbursts of some of the students, increased miscreant behaviors of the students and additional stressors being felt by our adults in the buildings, our principals have spent more and more time engaged one-on-one and in small groups with a variety of populations. As we firmly believe working with the people of the schools is the primary responsibility of these dedicated educational leaders, the fact of the matter is there are many other "essential" duties of a principal in the realm of curriculum development, professional learning, pedagogical strategies and academic and emotional-oriented data gathering and analysis that simply takes time. Coupling these extant duties with the increased needs that have surfaced with our people, and it has become patently obvious our principals simply do not have the time needed to help curb and fully address the learning loss so many of our students have experienced.

Time is a definite resource, so investing ESSER III monies into bringing on a newly created position, the Director of Instructional Services, to address the essential areas of curriculum design and other professional learning, time will be freed up for the principals to be in the classrooms working with the teachers and to be involved in deep data analysis geared at pinpointing the discreet academic and socio-emotional needs of each student in our system. The powerful strategy of developing a situation where the principals are free to address these needs will make a true difference for our students while we will STILL be able to move forward as a district regarding the curricular work that has to be completed if we are to remain fully prepared to meet the needs of our clientele and to overcome the learning loss COVID has caused.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,344
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,344</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 363-3-0045

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Non Certified Salaries ESSER III

**Account Number**

37339

**Function Code**

2100 - Support Services (Students)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The COVID era has brought forth an intensified need for services to help our students understand and regulate their emotions. While we have a robust and dedicated program in place to meet the emotional needs of our students, the unfortunate truth of the matter is we are just now discovering some of the deep-seated emotional issues and reactions that have begun to manifest themselves in our student population from our three year old pre-school students to our seniors. Obviously, these new, much more intense physical and emotional outbursts have their roots in the COVID era and what our students all experienced due to the stressors at home.

As mentioned previously, we have a robust SEL approach to trauma here in the district. Each attendance center has a dedicated school counselor, the district has an originally authored Trauma Handbook for our people to reference, and we have a newly adopted SEL curriculum, but this just has not been enough. We need more help in this realm. Thus, to help respond to the more overt examples of student behaviors that simply are not safe and to help work with families in crisis due to a variety of reasons, we intend to use ESSER III monies to bring on a School Social Worker.

Along with working with the students in need in the moment of crisis, we envision this professional conducting individual and small-group therapy sessions with students all in the interest of helping these students learn how to self-regulate so they are able to function in the school setting. As for working with the families of our students, this professional will be engaged in helping the families in need – our free and reduced population has grow to over 53% of our student population – meet the economic and societal issues they face day-in-day out. We believe these efforts will help keep students in school as there should be fewer disciplinary and attendance issues and should help our students gain ground on the learning loss they have experienced.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$27,500
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$27,500</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 363-3-0046



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA ESSER III

**Account Number**

34342

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The COVID era has brought forth an intensified need for services to help our students understand and regulate their emotions. While we have a robust and dedicated program in place to meet the emotional needs of our students, the unfortunate truth of the matter is we are just now discovering some of the deep-seated emotional issues and reactions that have begun to manifest themselves in our student population from our three year old pre-school students to our seniors. Obviously, these new, much more intense physical and emotional outbursts have their roots in the COVID era and what our students all experienced due to the stressors at home.

As mentioned previously, we have a robust SEL approach to trauma here in the district. Each attendance center has a dedicated school counselor, the district has an originally authored Trauma Handbook for our people to reference, and we have a newly adopted SEL curriculum, but this just has not been enough. We need more help in this realm. Thus, to help respond to the more overt examples of student behaviors that simply are not safe and to help work with families in crisis due to a variety of reasons, we intend to use ESSER III monies to bring on a School Social Worker.

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<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$2,104
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$2,104</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 363-3-0047

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Fringe ESSER III

**Account Number**

34338

**Function Code**

2100 - Support Services (Students)

**Object Code**

210 - Group Insurance

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The COVID era has brought forth an intensified need for services to help our students understand and regulate their emotions. While we have a robust and dedicated program in place to meet the emotional needs of our students, the unfortunate truth of the matter is we are just now discovering some of the deep-seated emotional issues and reactions that have begun to manifest themselves in our student population from our three year old pre-school students to our seniors. Obviously, these new, much more intense physical and emotional outbursts have their roots in the COVID era and what our students all experienced due to the stressors at home.

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Along with working with the students in need in the moment of crisis, we envision this professional conducting individual and small-group therapy sessions with students all in the interest of helping these students learn how to self-regulate so they are able to function in the school setting. As for working with the families of our students, this professional will be engaged in helping the families in need – our free and reduced population has grown to over 53% of our student population – meet the economic and societal issues they face day-in-day out. We believe these efforts will help keep students in school as there should be fewer disciplinary and attendance issues and should help our students gain ground on the learning loss they have experienced.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,576
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$4,576</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 363-3-0048

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment ESSER III

**Account Number**

34362

**Function Code**

2100 - Support Services (Students)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The COVID era has brought forth an intensified need for services to help our students understand and regulate their emotions. While we have a robust and dedicated program in place to meet the emotional needs of our students, the unfortunate truth of the matter is we are just now discovering some of the deep-seated emotional issues and reactions that have begun to manifest themselves in our student population from our three year old pre-school students to our seniors. Obviously, these new, much more intense physical and emotional outbursts have their roots in the COVID era and what our students all experienced due to the stressors at home.

As mentioned previously, we have a robust SEL approach to trauma here in the district. Each attendance center has a dedicated school counselor, the district has an originally authored Trauma Handbook for our people to reference, and we have a newly adopted SEL curriculum, but this just has not been enough. We need more help in this realm. Thus, to help respond to the more overt examples of student behaviors that simply are not safe and to help work with families in crisis due to a variety of reasons, we intend to use ESSER III monies to bring on a School Social Worker.

Along with working with the students in need in the moment of crisis, we envision this professional conducting individual and small-group therapy sessions with students all in the interest of helping these students learn how to self-regulate so they are able to function in the school setting. As for working with the families of our students, this professional will be engaged in helping the families in need – our free and reduced population has grown to over 53% of our student population – meet the economic and societal issues they face day-in-day out. We believe these efforts will help keep students in school as there should be fewer disciplinary and attendance issues and should help our students gain ground on the learning loss they have experienced.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$28
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$28

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 363-3-0049

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries – ESSER III

**Account Number**

34324

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

COVID has shifted the landscape of education. Along with learning loss that has occurred and the increased level of students who are emotionally accelerated, we have faced a legendary number of teachers and other district employees leaving the district and the profession itself. This is a daunting challenge as the teacher/employee shortage has manifested itself in having fewer qualified people to take the place of the teachers and other employees who have left us. To help address this situation, the Board of Education will provide a one-time premium payment of \$500 to 100% of the employees of the district. This action, taken in concert with other local efforts to boost moral of our people, will go a long way toward helping our people stay in the profession, thus positively impacting our students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$182,470
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$182,470</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 363-3-0050

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Non Certified Salaries -ESSER III

**Account Number**

34327

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

COVID has shifted the landscape of education. Along with learning loss that has occurred and the increased level of students who are emotionally accelerated, we have faced a legendary number of teachers and other district employees leaving the district and the profession itself. This is a daunting challenge as the teacher/employee shortage has manifested itself in having fewer qualified people to take the place of the teachers and other employees who have left us. To help address this situation, the Board of Education will provide a one-time premium payment of \$2570 to 100% of the employees of the district. This action, taken in concert with other local efforts to boost moral of our people, will go a long way toward helping our people stay in the profession, thus positively impacting our students.

Twenty-seven employees to be paid out by June 30, 2023

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$69,390
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$69,390</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA -ESSER III

**Account Number**

34328

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These expenses are associated with employments costs for premium pay.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$19,267**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$19,267**Status**

Task Force Review

Line Item ID: 363-3-0052

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries -ESSER III

**Account Number**

37338

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

COVID has shifted the landscape of education. Along with learning loss that has occurred and the increased level of students who are emotionally accelerated, we have faced a legendary number of teachers and other district employees leaving the district and the profession itself. This is a daunting challenge as the teacher/employee shortage has manifested itself in having fewer qualified people to take the place of the teachers and other employees who have left us. To help address this situation, the Board of Education will provide a one-time premium payment of \$2570 to 100% of the employees of the district. This action, taken in concert with other local efforts to boost morale of our people, will go a long way toward helping our people stay in the profession, thus positively impacting our students.

Three employees to be paid out by June 30, 2023

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,710
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,710</u>

**Status**

Task Force Review

Line Item ID: 363-3-0053

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Non Certified Salaries -ESSER III

**Account Number**

37339

**Function Code**

2100 - Support Services (Students)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

COVID has shifted the landscape of education. Along with learning loss that has occurred and the increased level of students who are emotionally accelerated, we have faced a legendary number of teachers and other district employees leaving the district and the profession itself. This is a daunting challenge as the teacher/employee shortage has manifested itself in having fewer qualified people to take the place of the teachers and other employees who have left us. To help address this situation, the Board of Education will provide a one-time premium payment of \$2570 to 100% of the employees of the district. This action, taken in concert with other local efforts to boost morale of our people, will go a long way toward helping our people stay in the profession, thus positively impacting our students.

Two employees to be paid out by June 30, 2023

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,140
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,140</u>

**Status**

Task Force Review

Line Item ID: 363-3-0054



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA -ESSER III

**Account Number**

34342

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These expenses are associated with employments costs for premium pay.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$983**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$983**Status**

Task Force Review

Line Item ID: 363-3-0055

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries -ESSER III

**Account Number**

34343

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

COVID has shifted the landscape of education. Along with learning loss that has occurred and the increased level of students who are emotionally accelerated, we have faced a legendary number of teachers and other district employees leaving the district and the profession itself. This is a daunting challenge as the teacher/employee shortage has manifested itself in having fewer qualified people to take the place of the teachers and other employees who have left us. To help address this situation, the Board of Education will provide a one-time premium payment of \$2570 to 100% of the employees of the district. This action, taken in concert with other local efforts to boost morale of our people, will go a long way toward helping our people stay in the profession, thus positively impacting our students.

One employee to be paid out by June 30, 2023

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,570
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,570</u>

**Status**

Task Force Review

Line Item ID: 363-3-0056

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA -ESSER III

**Account Number**

34344

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These expenses are associated with employments costs for premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$197
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$197</u>

**Status**

Task Force Review

Line Item ID: 363-3-0057

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries -ESSER III

**Account Number**

34346

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

COVID has shifted the landscape of education. Along with learning loss that has occurred and the increased level of students who are emotionally accelerated, we have faced a legendary number of teachers and other district employees leaving the district and the profession itself. This is a daunting challenge as the teacher/employee shortage has manifested itself in having fewer qualified people to take the place of the teachers and other employees who have left us. To help address this situation, the Board of Education will provide a one-time premium payment of \$2570 to 100% of the employees of the district. This action, taken in concert with other local efforts to boost morale of our people, will go a long way toward helping our people stay in the profession, thus positively impacting our students.

One employee to be paid out by June 30, 2023

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,570
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,570</u>

**Status**

Task Force Review

Line Item ID: 363-3-0058

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Non Certified Salaries -ESSER III

**Account Number**

34347

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

COVID has shifted the landscape of education. Along with learning loss that has occurred and the increased level of students who are emotionally accelerated, we have faced a legendary number of teachers and other district employees leaving the district and the profession itself. This is a daunting challenge as the teacher/employee shortage has manifested itself in having fewer qualified people to take the place of the teachers and other employees who have left us. To help address this situation, the Board of Education will provide a one-time premium payment of \$2570 to 100% of the employees of the district. This action, taken in concert with other local efforts to boost morale of our people, will go a long way toward helping our people stay in the profession, thus positively impacting our students.

Two employees to be paid out by June 30, 2023

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,140
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,140</u>

**Status**

Task Force Review

Line Item ID: 363-3-0059

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA -ESSER III

**Account Number**

34348

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These expenses are associated with employments costs for premium pay.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$590**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$590**Status**

Task Force Review

Line Item ID: 363-3-0060

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries -ESSER III

**Account Number**

34349

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

COVID has shifted the landscape of education. Along with learning loss that has occurred and the increased level of students who are emotionally accelerated, we have faced a legendary number of teachers and other district employees leaving the district and the profession itself. This is a daunting challenge as the teacher/employee shortage has manifested itself in having fewer qualified people to take the place of the teachers and other employees who have left us. To help address this situation, the Board of Education will provide a one-time premium payment of \$2570 to 100% of the employees of the district. This action, taken in concert with other local efforts to boost morale of our people, will go a long way toward helping our people stay in the profession, thus positively impacting our students.

Three employees to be paid out by June 30, 2023

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,710
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,710</u>

**Status**

Task Force Review

Line Item ID: 363-3-0061

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Non Certified Salaries -ESSER III

**Account Number**

34351

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

COVID has shifted the landscape of education. Along with learning loss that has occurred and the increased level of students who are emotionally accelerated, we have faced a legendary number of teachers and other district employees leaving the district and the profession itself. This is a daunting challenge as the teacher/employee shortage has manifested itself in having fewer qualified people to take the place of the teachers and other employees who have left us. To help address this situation, the Board of Education will provide a one-time premium payment of \$2570 to 100% of the employees of the district. This action, taken in concert with other local efforts to boost morale of our people, will go a long way toward helping our people stay in the profession, thus positively impacting our students.

Six employees to be paid out by June 30, 2023

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$15,420
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$15,420</u>

**Status**

Task Force Review

Line Item ID: 363-3-0062



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA -ESSER III

**Account Number**

34352

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These expenses are associated with employments costs for premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,770
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,770</u>

**Status**

Task Force Review

Line Item ID: 363-3-0063

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Non Certified Salaries -ESSER III

**Account Number**

34353

**Function Code**

2500 - Central Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

COVID has shifted the landscape of education. Along with learning loss that has occurred and the increased level of students who are emotionally accelerated, we have faced a legendary number of teachers and other district employees leaving the district and the profession itself. This is a daunting challenge as the teacher/employee shortage has manifested itself in having fewer qualified people to take the place of the teachers and other employees who have left us. To help address this situation, the Board of Education will provide a one-time premium payment of \$2570 to 100% of the employees of the district. This action, taken in concert with other local efforts to boost morale of our people, will go a long way toward helping our people stay in the profession, thus positively impacting our students.

Four employees to be paid out by June 30, 2023

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,280
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$10,280</u>

**Status**

Task Force Review

Line Item ID: 363-3-0064

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA -ESSER III

**Account Number**

34354

**Function Code**

2500 - Central Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These expenses are associated with employments costs for premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$787
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$787</u>

**Status**

Task Force Review

Line Item ID: 363-3-0065

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Non Certified Salaries -ESSER III

**Account Number**

34334

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

COVID has shifted the landscape of education. Along with learning loss that has occurred and the increased level of students who are emotionally accelerated, we have faced a legendary number of teachers and other district employees leaving the district and the profession itself. This is a daunting challenge as the teacher/employee shortage has manifested itself in having fewer qualified people to take the place of the teachers and other employees who have left us. To help address this situation, the Board of Education will provide a one-time premium payment of \$2570 to 100% of the employees of the district. This action, taken in concert with other local efforts to boost morale of our people, will go a long way toward helping our people stay in the profession, thus positively impacting our students.

Twenty-five employees to be paid out by June 30, 2023

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$64,250
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$64,250</u>

**Status**

Task Force Review

Line Item ID: 363-3-0066

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA -ESSER III

**Account Number**

34335

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These expenses are associated with employments costs for premium pay.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$4,915
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$4,915</u>

**Status**

Task Force Review

Line Item ID: 363-3-0067

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Non Certified Salaries -ESSER III

**Account Number**

34355

**Function Code**

2700 - Student Transportation Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

COVID has shifted the landscape of education. Along with learning loss that has occurred and the increased level of students who are emotionally accelerated, we have faced a legendary number of teachers and other district employees leaving the district and the profession itself. This is a daunting challenge as the teacher/employee shortage has manifested itself in having fewer qualified people to take the place of the teachers and other employees who have left us. To help address this situation, the Board of Education will provide a one-time premium payment of \$2570 to 100% of the employees of the district. This action, taken in concert with other local efforts to boost morale of our people, will go a long way toward helping our people stay in the profession, thus positively impacting our students.

Fourteen employees to be paid out by June 30, 2023

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$35,980
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$35,980</u>

**Status**

Task Force Review

Line Item ID: 363-3-0068

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA -ESSER III

**Account Number**

34356

**Function Code**

2700 - Student Transportation Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These expenses are associated with employments costs for premium pay.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,752**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,752**Status**

Task Force Review

Line Item ID: 363-3-0069

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Non Certified Salaries -ESSER III

**Account Number**

34357

**Function Code**

3100 - Food Service Operations

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

COVID has shifted the landscape of education. Along with learning loss that has occurred and the increased level of students who are emotionally accelerated, we have faced a legendary number of teachers and other district employees leaving the district and the profession itself. This is a daunting challenge as the teacher/employee shortage has manifested itself in having fewer qualified people to take the place of the teachers and other employees who have left us. To help address this situation, the Board of Education will provide a one-time premium payment of \$2570 to 100% of the employees of the district. This action, taken in concert with other local efforts to boost morale of our people, will go a long way toward helping our people stay in the profession, thus positively impacting our students.

Thirteen employees to be paid out by June 30, 2023

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$33,410
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$33,410</u>

**Status**

Task Force Review

Line Item ID: 363-3-0070



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA -ESSER III

**Account Number**

34358

**Function Code**

3100 - Food Service Operations

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These expenses are associated with employments costs for premium pay.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,556**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,556**Status**

Task Force Review

Line Item ID: 363-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries -ESSER III

**Account Number**

34324

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to learning loss associated with COVID, we are expanding our Summer School for our special populations. Our migrant, ESL, low SES students and students identified as being homeless will be offered an additional three weeks of schooling to take place during June. We anticipate having 150 students taking part in this extended learning event. To serve the students, we will bring on eleven teachers and three paraprofessionals. This experiential learning event will home in on individual student academic needs as determined through progress monitoring data.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$19,800**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$19,800**Status**

Approved

Line Item ID: 363-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Non Certified Salaries -ESSER III

**Account Number**

34327

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

With the expansion of our targeted Summer School efforts, it is necessary to bring on paraprofessional support to help meet the needs of the students. We will have three paraprofessionals working throughout Summer School

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$1,589
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$1,589</u>
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**Status**

Approved

Line Item ID: 363-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA -ESSER III

**Account Number**

34328

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These expenses are associated with employments costs for operating Summer School.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$1,636
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$1,636</u>
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**Status**

Approved

Line Item ID: 363-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment-ESSER III

**Account Number**

34329

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These expenses are associated with employments costs for operating Summer School.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$22**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$22**Status**

Approved

Line Item ID: 363-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Supplies - ESSER III

**Account Number**

34332

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These monies are to be used to provide instructional materials to be used in meeting the needs of the students taking part in Summer School.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$800**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$800**Status**

Approved

Line Item ID: 363-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries -ESSER III

**Account Number**

34324

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The COVID era has brought forth an intensified need for services to help the students understand and regulate their emotions. Along with other district-sponsored initiatives to address this need, we have developed an elementary teaching position which will serve as an additional screener to help us identify students in need of additional emotional supports. The Elementary Socio-Emotional Artistic Learning Teacher will engage with all K-5th grade students on a weekly basis. During whole-class visual arts activities, the teacher will play close attention to the products being produced by the students. Upon discovery of any warning signs that appear in the work of the students, the building principal and counselor will be notified. This additional screening for potential emotional issues will play an important part in our efforts to provide for our students.

This is a unique position at the K-5 level for the district. We currently have an art teacher at the MS and one at the HS already. While working in the realm of art and following the State Art standards, this teacher is also serving as a screener for potential emotional issues within the student body. Thus, this teacher will also be utilizing the Character Strong SEL curium of the district and will be working in concert with the two elementary school counselors.

We do NOT have an art instructor on staff who provides art instruction to elementary students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$43,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$43,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

4/26 - Please clarify if you presently have an art instructor on staff who provides art instruction to elementary students. Is this position in addition to an art teacher already on staff?

Line Item ID: 363-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA -ESSER III

**Account Number**

34328

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These expenses are associated with employments costs for additional personnel.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,290**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,290**Status**

Approved

Line Item ID: 363-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment-ESSER III

**Account Number**

34329

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These expenses are associated with employments costs for additional personnel.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$43**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$43**Status**

Approved

Line Item ID: 363-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Fringe -ESSER III

**Account Number**

34333

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These expenses are associated with employment costs for additional personnel.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,864**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$6,864**Status**

Approved

Line Item ID: 363-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Non Certified Salaries -ESSER III

**Account Number**

34327

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

With the onset of COVID, MANY of our students experienced increased angst and anxiety. To help address this, we are bringing on additional personnel to assist the students within our special populations (migrant, ESL, low SES, homeless) with their academic work and with helping them regulate themselves if/when they are emotionally accelerated. Our two Student Advocates at the secondary level and the seven fulltime paraprofessionals at the elementary level will work intently with our At-Risk students on a daily basis. These adults will be those trusted mentors for struggling students. The relationships that are fostered will provide the students with supports that make a difference to the students, both academically and emotionally.

The Student Advocates will be following the Character Strong SEL curriculum adopted by the district this past year.

We will invest \$80,000 (\$40,000 each) in the two Student Advocates. The seven paraprofessionals at the elementary level will take an investment of \$108,550. This equates to roughly \$15,507 per person.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$188,550
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$188,550</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please describe the social emotional learning/curriculum associated with the Student Advocate program and a salary breakdown of staff.

Line Item ID: 363-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA -ESSER III

**Account Number**

34328

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These expenses are associated with employments costs for additional personnel.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$14,424**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$14,424**Status**

Approved

Line Item ID: 363-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment-ESSER III

**Account Number**

34329

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These expenses are associated with employments costs for additional personnel.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$189**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$189**Status**

Approved

Line Item ID: 363-3-0013



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Fringe -ESSER III

**Account Number**

34333

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These expenses are associated with employment costs for additional personnel.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$45,504**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$45,504**Status**

Approved

Line Item ID: 363-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Non Cert Salary -ESSER III

**Account Number**

34334

**Function Code**

2660 - Security

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

An unanticipated result of COVID is we have experienced a massive increase in miscreant and illegal behavior within our middle and high school student bodies. To address this issue, it is essential additional resources be made available to the building principals. Specifically, we plan to bring on a School Resource Officer (SRO) to provide educational programming opportunities for our students. Along with helping the students understand the ravages on the body that take place by ingesting illegal substances, the SRO will be invaluable as the officer will develop relationships with the students that will provide them with a trusted adult who is able to help them deal with a wide variety of challenges they face on a daily basis.

The SRO will be utilizing the Character Strong SEL curriculum. The district adopted this curriculum this past year. We are in the process of implementing it across all areas of the district, and having the SRO help out in this realm will be a boon to our efforts. The actions of the SRO will be in concert with the Health curriculum of the district

We will be working with the Holcomb Police Department in the hiring process of the SRO as we want this individual to be a part of both entities. This will strengthen our relationship with our police department. This is imperative given the challenges we are facing with the uptick in illegal activities within our student body.

Aside from the Character Strong SEL curriculum, we do not have a specific curriculum in mind for the SRO to use at this time. Rather, we plan to work with law enforcement to find and then adopt a curriculum that makes our SRO impactful and fits the needs of the school and the community. This will be in addition to the Health Education curriculum used in district.

I am using Acceptable Use 3 - Providing principals and other school leaders with resources to address individual school needs to justify the use of ESSER III dollars to bring on an SRO.

Simply, the uptick in illegal behavior by the student body has taken away valuable time from the principal to be able to work with the students and student body to address learning loss. He has had to spend his time investigating and then dealing with the impacts of the illegal acts taking place on campus. Having a more proactive approach to all of this will be a boon for all as we would have a team of people to work with the students who are obviously in need of individualized attention in this realm.

Once again, we will work with the Holcomb Police Department in the hiring of the SRO. We will develop a job description together, advertise the position in a variety of places - including multiple social media platforms - and then conduct the interviews as a team.

Once again, we will rely on Character Strong as the basis of our SEL curriculum, but the extended curriculum to be used for drug prevention will be researched and developed in concert with the Holcomb Police Department. This will all be in addition to the Health curriculum currently being used in Holcomb.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$40,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$40,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

4-26 - It is unclear how recent illegal activity relates specifically to Covid 19. Please describe the process of determining this relationship.

4-26 - Please describe the process of selecting a school resource officer to provide mental health supports and drug abuse education versus a social worker or other mental health professional.

Please describe the curriculum to be used by the SRO and if it is in addition to Health Education already provided by the district or in place of.

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

FICA -ESSER III

**Account Number**

34335

**Function Code**

2660 - Security

**Object Code**

220 - Social Security Contributions

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These expenses are associated with employments costs for additional personnel.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,060**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,060**Status**

Approved

Line Item ID: 363-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment-ESSER III

**Account Number**

34336

**Function Code**

2660 - Security

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These expenses are associated with employments costs for additional personnel.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$40**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$40**Status**

Approved

Line Item ID: 363-3-0017

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Fringe -ESSER III

**Account Number**

34337

**Function Code**

2660 - Security

**Object Code**

210 - Group Insurance

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

These expenses are associated with employment costs for additional personnel.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,864**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$6,864**Status**

Approved

# ESSER III APPLICATION FOR D0392

Status  
Approved

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Osborne County	234 W Washington St, Osborne, KS 67473	234 W Washington St, Osborne, KS 67473
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Troy Langdon	tlangdon@usd392.com	(785) 346-2145

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Troy L. Langdon	Superintendent	tlangdon@usd392.com	(785) 346-2145
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Kathy Grabast		kgrabast@usd392.com	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	
Tom Conway		tconwqy@usd392.com	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://www.usd392.com/article/281803>

## 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 392 plans to use the ESSER III money to help with learning loss, preventative practices, mitigation processes and focus on a positive learning environment and curriculum for students. Cleaning and sanitizing our buildings is a must and making this a commitment will be paramount. We have implemented many strategies and programs to help with the learning loss that has occurred. We have implemented MTSS and an at-risk program that has been a true benefit for our students. Keeping our Title teacher extremely busy and at times overwhelmed. We will utilize funds to help with both of these areas utilizing guidance from numerous groups, students, and community. We can not overlook the cost for a strong social emotional focus as well. This is important to make sure that our students and staff as well are in a good place mentally and physically. We will maintain our summer enrichment programs and help prepare, catch up and enhance our student opportunities for a sound start to the school year. We will also look at increasing our opportunities for our CTE (Career and Technical Education) students in the career fields. Business and Industries will be involved in helping provide these opportunities. Funds will be utilized for all the endeavors tied to this process. This would include but not limited to a mobile lab which could be shared with other districts. Curriculum will need to be purchased for SEL, and areas that shared materials is no longer an option. Reading loss is a true focus area for curriculum as well.

# Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

## Students

The superintendent met with student groups as the school reopened during the pandemic for in person learning. The administration, teachers, and the site council were invited into these meetings as well. These meetings were held in an area where social distancing could be adhered to in person. Discussions were had on student needs and concerns. These concerns were brought into ESSER II and ESSER III planning for how the dollars will be spent and priority lists were created from these different meetings with the different groups. Student voice was a major factor behind the needs analysis. The different student groups met with the superintendent and expressed their desire or vision of how the money should be spent and the surprising fact that curriculum and tutoring be maintained was aspiring. They also saw the need for a continued focus on a clean environment in the buildings.

## Families

As stated in the section above, families were invited in as part of the site council in how the dollars were being prioritized and being spent. A survey was sent community wide to get input from the entire community for these conversations. The district feels that families were able to identify social emotional needs that were missed during the continuous learning and academic skills were also discussed during this time with family members. Families were surveyed for various needs and various school desires.

## School and District Administrators including Special Education Administration

USD 392 administrators worked jointly with our special education director as we are in a cooperative with other school districts. This was a continual and monthly meeting on the needs of all our students, regular education students as well as special education students. Their insight and suggestions were utilized and valued and this impacted how ESSER dollars were spent.

## Teachers, Principals, School leaders, other Educators, School Staff and their Unions

All staff were listened to and surveyed on their concerns and a strong focus was again placed on students needs as priority. The teacher union was paramount in the decisions. Safety of students and staff were a must in all of these discussions and that is why the district feels that keeping room for students to be separated when needed and maintain sanitizing and extra cleaning as a vital part of the commitment. This commitment is to be in-person, and in-school where learning can occur. Teachers met with superintendent and discussed needs of the school system and how money should be spent. The surveys were utilized to guide and direct conversation. Teachers wanted to make sure we focused on the learning loss in reading and math. They also wanted to make sure we had a commitment to maintain a clean environment.

## Tribes

Received information from Justine Benoit Northwest Kansas Planning & Development Commission Economic Development Coordinator on how to try and contact the tribal entities that were in our area. Tried several times to make contact and no response was ever received. We have looked at our demographics of our student body and community as a whole and focused on all concerned individual areas. We wanted mass representation and in the end received a great deal of support from all.

## Civil Rights Organization including Disability Rights Organizations

USD 392 visited and discussed ways to address learning loss for all students and it was decided that offering extra help would meet the needs of all students that were suffering from learning loss. Summer school, after school programs, extra staff from paras to aides to teachers were also a major concern. These were specific focuses from our SPED department, including parents with students with disabilities. Capital projects were also a concern especially the leaking windows at the high school, HVAC systems and the limited buses for transporting students. Received information from Justine Benoit Northwest Kansas Planning & Development Commission Economic Development Coordinator on specifics from Kansas Human rights association. Which helped in obtaining some more direction of others to contact pertaining to civil rights. Within our school district the two main factors that we specifically reached out to were our English learners and foster care population. With our size the variety of different demographics is limited but we reached all that are in our system. We visited with parents and guardians of each perspective demographic and they were in concurrence with need for curriculum enhancement, summer school, and tutoring. They were also concerned that the staff themselves be compensated for the excessive time they had been putting in to help their students. There are no local civil rights organization within 50 miles of Osborne USD 392. Even such we reached out to the following civil rights groups. We emailed ACLU, NAACP, KAC, and Disability rights of Kansas as of this time we have received no reply will continually keep these lines of communication open. No student or parent reported that they were a member of a civil rights organization. All group meetings made sure all entities dealing with student rights were respectfully included during all decision making.

### **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 392 meets regularly with surrounding districts to make sure that all children in the area were being offered the best free and appropriate education that we could and that we were helping each other in every opportunity that we could so that no child was underserved. We have met and continue to meet with county health during this pandemic. They were invited into meetings and were a valuable contributor to helping ensure that all children's safety and needs were met. Foster students were also a concern although not a great number we didn't want to exclude these individuals and reached out to their host families for perspective on the entire process. We covered all demographics of students that were in attendance at our school. We had a focus that no one was left out in the decision process. All patrons were surveyed and invited to an in person meeting. The concerns were in the area of reading as they wanted all students to be prepared for life after high school was not only a paramount concern for all but reinforced by our ELL parents and our foster parent population. At the current time we have no known homeless students but will regularly monitor to stay abreast of this situation. At the current time we have no known incarcerated students but will regularly monitor to stay abreast of this situation. At the current time we have no known migrant students but will regularly monitor to stay abreast of this situation.

### **Provide the public the opportunity to provide input and take such input into account**

USD 392 has a sound established web-site and facebook presence and the public is also provided a hard copy newsletter that is sent out once a month. This allows for a great opportunity to reach as many community members as possible and their suggestions are welcomed. Phone calls are welcomed regularly to administration, as well as school secretaries who have extreme knowledge of the school progress. The superintendent has met with the county commissioners, county health officers, and local groups on a regular basis as well as by invite. These meeting opportunities have kept our students safe and in an in person learning environment in the last year and a half.

### **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 392 has documented evidence of learning loss during the pandemic when students were not in person. The data shows academic losses, behavior needs, and overall connection with peers effecting emotional behavior. Local assessments show gaps in math and reading throughout the K-12 population. On any given year with or without a pandemic there will be gaps or loss of learning by individual students however, not to the level that this has been documented during this pandemic.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

USD 392 have implemented a reading program along with STEM incentives in the summer as well as working to develop a full summer school implementation in early August for a pre-start for the year and help maintain what has been learned and eliminate learning loss over the summer.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

USD 392 will not only look at the learning loss that has occurred we will also look at the safety environment of our buildings to insure students have a safe learning environment. We will also maintain a focus on the social and emotional well being of the students, staff and community. This was something that many wanted a high focus placed when spending the money.

**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 392 will be working jointly with 3 area districts to help our students begin to gain the opportunity to obtain industrial recognized certificates in many fields and work together. We feel this opportunity will help in building relationship with each district, the students, and staff. This can also be a big positive for the social and emotional well being of all our students.



## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$474,309	\$0	\$474,309	ESSER III Allocations	\$94,862
Approved Total	\$354,309	\$0	\$354,309	Approved Total	\$179,309
Amount Left	\$120,000	\$0	\$120,000	Amount Still Needed	\$0
In Review Total	\$120,000	\$0	\$120,000	In Review Total	\$0
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
392-3-0009	Direct	False	1000	644	3	\$58,000	Task Force Review
392-3-0010	Direct	False	1000	115	16	\$62,000	Task Force Review
392-3-0001	Direct	False	1000	300	1D	\$55,000	Approved
392-3-0002	Direct	False	1000	644	13	\$120,000	Approved
392-3-0003	Direct	True	1000	110	16	\$90,000	Approved
392-3-0004	Direct	True	4700	400	12	\$16,000	Approved
392-3-0005	Direct	True	4700	600	12	\$29,309	Approved
392-3-0007	Direct	True	1000	111	12	\$44,000	Approved

## Line Item Details

Line Item ID: 392-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Textbooks

**Account Number**

09-1000-644-300

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are in drastic need of Curriculum that focuses on the learning loss of our junior high and high school students and focuses on their specific needs in all areas. Our students has a need for online supplementals that would enable at home continuation of the learning process. This new curriculum will allow for the process of our students growth as well as provide to those that have fallen behind due to the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$58,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$58,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 392-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Premium Pay

**Account Number**

09-1000-115-000

**Function Code**

1000 - Instruction

**Object Code**115 - Temporary Certified Substitutes'  
Salaries for Certified Staff**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

We have asked staff to go above and beyond for the pandemic. They have completed extra cleaning, tutoring, developing and set up of summer school activities. This work continues and the need to continue is great. With the difficulty in hiring new individuals adding more onto the current staff has become a must. The premium pay is a true thank you and a benefit for all who are and continue to work above and beyond. This will be provided to 61 staff. It will be in the amount of \$500.00 provided to staff once in 2023 and once in 2024. The additional amount of \$1,000.00 is in the hopes we have two new positions filled next year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$30,500
<b>Budgeted Expenditures in SFY 2024</b>	\$31,500
<b>Total Expenditures</b>	\$62,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item.

Line Item ID: 392-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Instruction

**Account Number**

09-1000-300-000

**Function Code**

1000 - Instruction

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**1D - Any activity authorized by the Carl  
D. Perkins Career and Technical  
Education Act of 2006.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Purchase of curriculum and supplies. Supplies and training to enhance and add CTE classes and courses. Data analytics through TRANE, Multimeter and Precision measurement with Snap On and 3D printing with Dremel. Our district will be working jointly with 3 area districts to help students to begin to gain the opportunity to obtain industrial recognized certificates in many fields. We noticed a great drop in our career and technical areas during covid and actually many areas were let go. This enables us the opportunity to serve all our students in a concrete, safe and resourced area. The resources needed would be system monitors for our heating and air, professional development for diesel mechanics, precision measurement, and 3d printers. We will focus on drop out and graduation rates of those students at-risk that this opportunity drastically enables them to be successful.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$27,500
<b>Budgeted Expenditures in SFY 2024</b>	\$27,500
<b>Total Expenditures</b>	<u>\$55,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)

Line Item ID: 392-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Textbooks

**Account Number**

09-1000-644-100

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are in drastic need of Curriculum that focuses on the learning loss of our elementary students and focuses on their specific needs in all areas. Our students has a need for online supplementals that would enable at home continuation of the learning process. This new curriculum will allow for the process of our students growth as well as provide to those that have fallen behind due to the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$40,000
<b>Budgeted Expenditures in SFY 2023</b>	\$40,000
<b>Budgeted Expenditures in SFY 2024</b>	\$40,000
<b>Total Expenditures</b>	<u>\$120,000</u>

**Status**

Approved

Line Item ID: 392-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Premium Pay

**Account Number**

09-1000-110-000

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This would include the addition of 2 building aides for student support. At approximately \$15,000 per year each. We will provide summer school and tutoring opportunities for grades PreK-5 with a focus on reading enhancement and math facts. This was drastically impacted in the pandemic adding these two individuals will drastically help us improve our student success. They lost a great deal of learning opportunities this will get those that have fallen behind caught back up. The help, guidance and support these aides will provide will be very instrumental in our students growth.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$30,000
<b>Budgeted Expenditures in SFY 2023</b>	\$30,000
<b>Budgeted Expenditures in SFY 2024</b>	\$30,000
<b>Total Expenditures</b>	<u>\$90,000</u>

**Status**

Approved

Line Item ID: 392-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Contract Labor

**Account Number**

09-4700-400-000

**Function Code**

4700 - Building Improvements

**Object Code**

400 - PURCHASED PROPERTY SERVICES

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Purchase reading curriculum as well as additional phonics curriculum support. This will aid in the learning loss due to the Covid 19 pandemic in the areas of reading. Many of our students really fell behind and lost a great deal of their skills previously acquired. This material will be a true benefit for our students. Journey's is reading curriculum and Saxson is our phonics these both seem to serve our needs well.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$16,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$16,000</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Please provide the names of the reading and phonics curriculum. Make sure you include learning loss (due to COVID-19) in the areas of reading.

Line Item ID: 392-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Materials

**Account Number**

09-4700-600-000

**Function Code**

4700 - Building Improvements

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide an online learning curriculum for students quarantined in and out of our building and provide them an opportunity to continue to excel and maintain grades along with course work toward graduation. It also provides an opportunity to catch up on areas that need emphasis that were lost through the Covid 19 pandemic. We utilized Accelleus that met our needs of our students. We also utilized live streaming with Zoom directly from our classes to home.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$29,309
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$29,309</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Please provide the name of the online learning curriculum. In the last sentence you have the word 'losed' instead of 'lost'. If you could make that change, that would be great. Again, make sure that there is a 'COVID-19' need expressed in your narrative.

Line Item ID: 392-3-0007



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Instruction

**Account Number**

06-2600-120-000

**Function Code**

1000 - Instruction

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Develop an At-Risk program at the High School to help complement the Elementary school. This will help our students both social and emotionally as well as guide them in the learning loss that has occurred due to this pandemic. We needed to hire a teacher for this program. We serve 20 students at the High School and 30 at the elementary school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$22,000
<b>Budgeted Expenditures in SFY 2024</b>	\$22,000
<b>Total Expenditures</b>	<u>\$44,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Please provide more information on what the \$44,000 will be used for. Does it include additional staff or paying existing staff? Do the projected expenditures include materials/supplies? How many students approximately will be receiving assistance in the At-Risk program that will be planned/implemented? Please include this information. This application goes onto the Secondary Review Team after I've reviewed it, so all line item narratives need to be as detailed/comprehensive as possible.

# ESSER III APPLICATION FOR D0473

Status  
Approved

## KSDE Application Comments

Stakeholder Feedback - Our data suggests you have students who self-identify as Native American. The Special Education Co-op is not a Civil Rights Organization. Did anyone besides district staff represent the needs of the underserved populations? How was the survey disseminated so that all members of the community knew of its existence and their ability to participate? [https://docs.google.com/document/d/1axRNqX\\_atmSXg3WebTBgZ2Aqrcf96SY\\_Zi7y0ycBJTw/edit](https://docs.google.com/document/d/1axRNqX_atmSXg3WebTBgZ2Aqrcf96SY_Zi7y0ycBJTw/edit)

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Chapman	822 N Marshall, Chapman, KS 674310249	PO Box 249, Chapman, KS 674310249
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Kevin Suther	ksuther@usd473.net	(785) 922-6521

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Kevin Suther	Superintendent	ksuther@usd473.net	(785) 922-6521
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Brittany Phillips		bphillips@usd473.net	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<http://www.usd473.net/wp-content/uploads/2021/06/ESSERIII-DistrictPlanForSafeReturnToIn-personInstruction.pdf>

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

The school nurse is updating the public and board of education weekly on every Wednesday when it comes to the trend involving positive cases and quarantines. This also involves a weekly meeting with the Local County Health Department and all schools in Dickinson County. Our district is taking part in the KDHE testing to keep students in school with modified quarantine guidelines set by the county.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

The superintendent and administrators met with the student council leadership teams of the middle school and high school to share plans for ESSER III and listen to what their needs are. All students were also included in a survey to click on priorities they thought needed to be addressed with ESSER III money from the list of approved spending ideas. USD 473 utilized the student information system through powerschool to send out notification by text and email with the direct link to the survey.

## **Families**

The ESSER III survey was sent out in October of 2021 to find out priorities by community members and parents on needs. USD 473 used the student information system through powerschool to send out notification by text and email to every parent in the school district for our 1085 students to use the direct link for the survey. The responses included 201 individuals who stated that ranked the needs as: #1 Additional Curriculum needs for learning loss, #2 Additional Personnel support for academic needs, #3 Expanding Social Emotional support, #4 School Facility repairs or HVAC needs. This was taken further for feedback to the building site councils to discuss and get feedback in person. Follow up takes place with Site Councils in each of the 6 schools in the USD 473 school district. The site councils involve all the community areas in the district and were encouraged to spread the word about the survey and distribute out to any community members they know.

To help reach out to some of the special populations a Title meeting was held on Zoom to explain our programs offered and get feedback from parents on how they think the current system is functioning along with changes they would like to see. This was sent out to be families by social media, email and text with a flyer. The participation was not huge but did get double digit attendance for some feedback. They were impressed by the progress over the last year with the tiered system of support and definitely pointed out the curriculum needs with not having an adoption for over 10 years. After the pandemic, the parents realized what it takes to stay up to date with technology. This can play a factor in being able to meet with teachers since our guidelines in place is no visitors and staying connected for their students finishing assignments online with our move to all google platforms.

The USD 473 board meetings are live streamed and ESSER III has been a discussion multiple times along with the encouragement to fill out the survey along with the location of that. Social Media was incorporated to get the message out about the survey which is then linked on the website for any patron to submit.

## **School and District Administrators including Special Education Administration**

All administrators give feedback in monthly District Level team meetings along with being part of the overall ESSER III survey. This helped to direct needs for any additional Personnel needs along with working for a year and a half with TASN on the MTSS process. This helps with the breakdown of data, needs, and curriculum choices. We work closely with our USD 305 special education cooperative with monthly superintendent meetings when it comes to ESSER III needs in our own plan along with the money going directly to the overall cooperative plan.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

Last year and for the start of this year, administrators worked with all the buildings and the CEA union to agree upon changes in schedule and needs for funding to help in a global pandemic. The change to block schedule last year was agreed upon for social distancing purposes and then this year the continued effort to change the schedule to incorporate MTSS time for every building and teacher professional learning communities for collaboration weekly. These PLCs help for consistent feedback at the building teacher level along with the administrators.

## **Tribes**

USD 473 Chapman identified eight students that self-identify under the category of American Indian/Alaskan Native in our student powerschool system. This is filled out by the parents at the online enrollment each year. All but one of these students are located at the middle school and high school level. Since it was a smaller number of representation, the Superintendent with the counselor interviewed seven out of eight students. One of the students was a senior who is graduated at semester. The questions from the ESSER III toolbox were used that involved finding out what they liked about the schools, favorite part of the day, three things to change, how the community is viewed and areas to concentrate on in our survey sent out for possible funding options. Many of the parents on this list were also part of the survey results sent out. The students and parents expressed the following areas as helpful changes that could take place:

1. Every student talked about having friendships and connections to teachers as the key to wanting to attend the Chapman School District. Ideas were brought up about having time to interact socially and help with fostering these relationships with students & staff. This connects well with our SEL committee's work over the year to seek out a curriculum that helps create opened questions and conversations in small groups beyond just academics.
  2. Academically, the students and parents expressed the importance of small class sizes and creating opportunities for hands on learning. It was specially brought up about math manipulatives and stations creating a variety in learning. This connects well to our use of money towards our math number worlds which helps struggling students in Tier 2 and 3 by getting small group help and doing more than just sit and get. The small class sizes also show that keeping our Science Teacher for lower numbers in the middle school will help in learning and spreading students out for those stations.
  3. The third area that I picked up on from the interview and feedback was that communication is key. Having technology to share assignments and updates between teachers, students and parents is important. Most all of them were visual learners and the use of our apple tv's help to create an interaction on the board from the teacher and students.
- It is great to see that all the students felt welcomed, and they need those personal interactions to be successful. The high school group really focused on the variety of classes and opportunities offered by college courses and being prepared for the next level of life.

### **Civil Rights Organization including Disability Rights Organizations**

We worked closely with our local USD 305 special education cooperative to support students with disabilities to ensure our plans meet the needs of all students. This includes a monthly meeting with all superintendents, select board members and coordinators that are part of the 13 schools in the special education cooperative.

We reached out to one of our civil rights organizations in our state/region with a questionnaire to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights:

USD 473 contacted our local United Way Executive Director, Nichole Mader, based out of Junction City, Kansas. Geary County and Dickinson County are both part of our school district and they help to do two unique programs for our students which include helping our students of all grades. The first one is called Adopt-A-Backpack program which takes our lists from each school for supplies and gets donors to sponsor a student in need to shop for them. The other one is called Stuff the Bus to donate supplies to teachers and classrooms from the community to help support students with projects and simple necessities. The superintendent called her on the phone to ask the questions provided in the ESSER III toolbox which included what she hears about our school that is going well, any barriers or restrictions for students they observe, and community involvement.

The areas of focus were as followed:

1. They wanted to see the opportunities for all when it comes to extra-curricular involvement like the fine arts, so the students are exposed to more than just in the classroom.
2. The ability to keep our classrooms with a small student to teacher ratio is important to develop a stronger support for assistance and building those relationships which are important for students in need or struggle.
3. The ability to communicate with and know who to help provide mental support assistance is important. It takes a team effort and harder to accomplish what is needed by working in isolation.

\*USD 473 hopes in these areas by providing the needed academic curriculums for struggling students in Tier support, social emotional curriculum for open discussions to provide between teachers and students, and additional staff to keep numbers down. Our next requests to finish up our ESSER III funds will involve a comprehensive special education curriculum which has been really lacking in our district along with the needed MTSS Tier 2 & 3 support at the elementary level.

### **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 administrators give feedback in monthly District Level team meetings along with being part of the overall ESSER III survey. This helped to direct needs for any additional Personnel needs along with working for a year and a half with TASN on the MTSS process. TASN helped us create a breakdown of data, needs, and curriculum choices. This includes input from our newly created English Language Team, Building Level teams, and collaborative teacher professional learning communities. We work closely with our USD 305 special education cooperative with monthly superintendent meetings when it comes to ESSER III needs in our own plan along with the money going directly to the overall cooperative plan. Our counselors are in charge monitoring of our foster students and homeless. They take an active part in looking over their data from our main screener, FastBridge, which breaks down the warning signs in math, English and social emotional. The underserved with at risk is closely monitored with our MTSS/Title director. The data was shared by email to every parent to show score levels and growth in which it was then discussed at parent teacher conferences this fall in person. The data and feedback of all these groups directed our district towards learning loss in literacy, social emotional curriculum, and feeling safe in school with the air quality to reduce Covid risk. We currently do not have any migratory or incarnated students within the district.

USD 473 contacted an educational advocate that has helped students in our buildings at multiple levels. His name is Doug Lindahl and the company name is Lindahl & Santner Vocational Rehabilitation Consultant based out of Enterprise, KS which is in the USD 473 school district.

The other contact was the District Homeless Coordinator, Jamey Dalke, who helps with misplaced students and additionally the new foster students in the schools.

Some of the feedback was as followed:

1. The school district does a great job of not giving up on students and always reaching out to find an avenue for success.
2. The need for additional help from outside organizations is hard to come by with being over booked but creating that communication with the school counselors so conversations can happen with outside agencies is important. This helps to create a central message and not working against each other.
3. Professional Development training can be a key to getting the staff exposed to how to react and how to help students in a crisis situation. Children do move in an out of our district for a variety of reasons and helping to create a welcoming environment is important like a new program that CHS is using to put new students directly in the student council advisory. How do we create positive opportunities for new students? This correlates with our effort in the MTSS process to know our students so individual help can be provided and they do not slip through the cracks at anytime during the year.

### **Provide the public the opportunity to provide input and take such input into account**

The ESSER III survey was sent out in October of 2021 to find out priorities by community members and parents on needs. The responses included 201 individuals who stated that ranked the needs as: #1 Additional Curriculum needs for learning loss, #2 Additional Personnel support for academic needs, #3 Expanding Social Emotional support, #4 School Facility repairs or HVAC needs. This was taken further for feedback to the building site councils to discuss and get feedback in person. Follow up takes place with Site Councils who include parents, patrons and business owners in each of the 6 schools in the USD 473 school district. This is ultimately shared with the District Level Team and then the School Board of Education. The site councils involve all the community areas in the district and were encouraged to spread the word about the survey and distribute out to any community members they know.

The USD 473 board meetings are live streamed and ESSER III has been a discussion multiple times along with the encouragement to fill out the survey along with the location of that. Social Media was incorporated to get the message out about the survey which is then linked on the website for any patron to submit.

### **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 473 Chapman School District experienced full online remote learning as a district twice in the Fall of 2020. This occurred for two weeks in September and the last three weeks in December to finish the semester. All school districts were remote for 9 weeks in the Spring of 2020 which brought our total remote learning as a whole school to 14 weeks out of 34. Individually, our district had around 4% to 6% in each of our buildings with students who chose remote learning instead of attending with the fear of COVID.

We knew from our Spring State Assessment scores in the Spring of 2021 that Reading and Math had some learning loss. The scores show in reading at the elementary level that we had more students in the level 1 compared to the state and less in level 4. Our FastBridge data shows all the way from Tier 1 down to Tier 3 is in need of support. Working with TASN, it was determined that K-12th grade needed All classes to use classwide interventions before being able to move class by class to a walkthrough intervention help. This has to be done to not overwhelm the system and reach 80% in the regular classroom. Our data shows that only a few upper level elementary classrooms are close to doing this in the first semester. Our district FastBridge reading data indicates that 50% of students are reading at the minimum benchmark, 80% of students reaching benchmark indicates that our core curriculum is meeting the needs of students. This is why for ESSER III money we need to focus on a new curriculum that is over 15 years old for our district to reach not only intervention students but to help ALL with our learning loss. To implement properly, the objective is to purchase Pre-K thru 5th grade in the Spring of 2022 and 6th thru 12th grade in the Spring of 2023. The area of math showed up in the middle school and high school involving the Tier 2 and 3 students. The scores show higher amounts in the Level 1 and 2 from the State Assessment showing that our MTSS interventions needed help. So the focus for ESSER III money will be directed towards curriculum at the secondary level in intervention classes with manipulatives to support the visual and hands-on learning. The curriculum need also comes into play with the continued issue of covid and quarantine students who don't have the proper access to our curriculum as an online component.

The social emotional factors only increased during this time of the pandemic and has been documented by our Kansas Communities that Care Survey and SAEBRS data. USD 473 has lacked a researched based curriculum for PreK-12th grade to make an impact daily and weekly for our students. The purpose of a class wide intervention framework is to reduce the level of risk within a classroom. This can help our students and staff on a proper way of going about addressing the issues arising.

**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 Chapman School District is looking to implement a social emotional curriculum. This would allow our staff to implement behavior interventions which is something our district has lacked in the past. This can benefit our students and staff on a proper way of handling issues that are arising due to learning loss. Based off of Spring assessments, we were able to address that there was learning loss in math and reading. It has been determined that we need class wide interventions before moving to a walkthrough intervention help. We knew from our Spring State Assessment scores in the Spring of 2021 that Reading and Math had some learning loss. The scores show in reading at the elementary level that we had more students in the level 1 compared to the state and less in level 4. Our Fastbridge data shows all the way from Tier 1 down to Tier 3 is in need of support. Working with TASN, it was determined that K-12th grade needed All classes to use classwide interventions before being able to move class by class to a walkthrough intervention help. This has to be done to not overwhelm the system and reach 80% in the regular classroom. Our data shows that only a few upper level elementary classrooms are close to doing this in the first semester. This is why for ESSER III money we need to focus on a new curriculum that is over 15 years old for our district to reach not only intervention students but to help ALL with our learning loss. To implement properly, the objective is to purchase Pre-K thru 5th grade in the Spring of 2022 and 6th thru 12th grade in the Spring of 2023. The area of math showed up in the middle school and high school involving the Tier 2 and 3 students. The scores show higher amounts in the Level 1 and 2 from the State Assessment showing that our MTSS interventions needed help. So the focus for ESSER III money will be directed towards curriculum at the secondary level in intervention classes with manipulatives to support the visual and hands-on learning. The curriculum need also comes into play with the continued issue of covid and quarantine students who don't have the proper access to our curriculum as an online component.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

This first round of submission revolves around learning loss with curriculum, technology to assist teachers with getting information to students in a time of social distancing because of covid, and continuing to hire support to keep technology running along with staff to allow for smaller class sizes. The second round submission for USD 473 Chapman to complete the ESSER III funds will revolve around teacher retention, HVAC plans, and secondary curriculum learning loss. We plan to get documentation together to submit by the end of second semester.

**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.**

This first application of the ESSER III Plan was developed mainly on learning loss with curriculum and tier support for students. The other priority is the technology and software assistance for issues arising because of Covid involving social distancing and online learning needed. The social emotional curriculum helps to address the mental health process needed in our buildings and effect low income students, homelessness, foster care and migratory students with more connections with peers, teachers, and counselors in a comprehensive approach. USD 473 has been able to create this list of needs with the support of our work with TASN in which we are in year two of developing and now implementing MTSS approaches. Our main rock or focus will be literacy with Social Emotional needs going hand and hand with this. We just started this year district wide Teacher Collaborative PLC teams weekly, monthly Building Level Collaborative teams, and a District Wide Collaborative team for decisions and support. The board of education has been informed in multiple monthly meetings along with a community survey plus site council input. This involves parents and community members.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,240,448	\$0	\$1,240,448	ESSER III Allocations	\$248,090
Approved Total	\$281,000	\$0	\$281,000	Approved Total	\$0
Amount Left	\$959,448	\$0	\$959,448	Amount Still Needed	\$248,090
In Review Total	\$959,448	\$0	\$959,448	In Review Total	\$249,600
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
473-3-0011	Direct	False	1000	110	16	\$380,000	Task Force Review
473-3-0012	Direct	False	1000	644	12	\$200,000	Task Force Review
473-3-0013	Direct	False	2134	120	2	\$10,000	Task Force Review
473-3-0014	Direct	False	1000	120	16	\$20,000	Task Force Review
473-3-0015	Direct	False	1000	644	12	\$77,768	Task Force Review
473-3-0016	Direct	False	2900	810	16	\$22,080	Task Force Review
473-3-0017	Direct	True	1000	644	12	\$210,000	Task Force Review
473-3-0018	Direct	True	1000	644	12	\$5,400	Task Force Review
473-3-0019	Direct	True	1000	644	12	\$10,000	Task Force Review
473-3-0020	Direct	True	1000	644	12	\$4,200	Task Force Review
473-3-0022	Direct	True	1000	644	12	\$20,000	Task Force Review
473-3-0001	Direct	False	1000	700	3	\$128,000	Approved
473-3-0002	Direct	False	1000	700	9	\$18,000	Approved
473-3-0004	Direct	False	2200	120	16	\$50,000	Approved
473-3-0005	Direct	False	1000	120	16	\$5,000	Approved
473-3-0006	Direct	False	1000	110	16	\$80,000	Approved

## Line Item Details

Line Item ID: 473-3-0011



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Salaries

**Account Number**

16350

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW - As the pandemic continues with covid issues in school and difficulty keeping staff employed to fill both certified and classified positions, we wish to continue with a retention pay for the 22-23 and 23-24 school year. The payment will be November for all certified staff and broken up for classified staff who are still employed in November and April.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$190,000
<b>Budgeted Expenditures in SFY 2024</b>	\$190,000
<b>Total Expenditures</b>	<u>\$380,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New line Item

Line Item ID: 473-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Textbooks

**Account Number**

91054

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW - I start by saying that our reason for adoption of an overall math curriculum is not because of a timeline schedule set in place for this area. We have not had the funds and the district has not had an organized adoption plan. USD 473 has worked directly with TASN to focus on data for reasons to make changes in tiered support, curriculum, and approach. As they state all the time, "You cannot intervene your way out of decreasing scores at Tier 1." The goal by the state and for USD 473 with our need's assessment is to increase the number of students as college and career ready at the level 3 and 4 level. This must come from strong Tier 1 teaching strategies. Examples of our scores from the two areas the math curriculum will directly impact is first middle school in which the state assessment scores show the two years longitudinal after the 2020 shut down for covid as followed for combined Level 3 & 4 score percentage: 6th grade (20% to 17%), 7th grade (28%-24%), 8th grade (16%-13%). Another data analysis point is from our FastBridge Scores the last two years at the elementary level indicating increased risk. With the impacts of instruction during the 2020-21 school year, 1st through 3rd grade levels were hit with the largest deficits. Over the 2021-22 school year, scores in Tier 1 decreased in 1st Grade (74% - 49%), 2nd Grade (71%-59%), and 3rd Grade (69%-49%).

We also must have a concentration on Tier 2 and 3 within the curriculum because of our identified free & reduced subgroup. The larger drop in scores in this group can be attributed to the lack of internet capabilities at home during the pandemic and increased absenteeism from covid. USD 473 has set in place the process of support which has shown some small gains but the true breakthrough comes from an evidence based curriculum that specifically targets skill based learning.

We have approached the ELA deficiencies first and now must approach the area of math to start the same upward trend by focusing on approved evidence-based practices. We have narrowed that down to the use of the following in our curriculum guidance for teachers: Multi-Tier System of Supports, Math Fluency Practice based off our FastBridge Automaticity data, and modified instruction based on data from formative assessments. A strong curriculum provides researched based questions off standards instead of a teacher made formatives that varies on quality and impact. The first article verifies by the research from IES and NCEE for fluency: [https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti\\_math\\_pg\\_042109.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf) The second article verifies by the research from IES and REL for math formatives in a curriculum:

<https://ies.ed.gov/ncee/rel/Products/Publication/3830>

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$200,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$200,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item.

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Nurse Salaries

**Account Number**

91184

**Function Code**

2134 - Nursing Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW - Covid has caused our District Nurse to do extra hours during the evening and summer while not on contract for contacting families. This takes a lot of extra communication and documentation to make sure others remain safe and keeping students out of school when affected before being around others. It would be a payment of \$5000 in 22-23 and \$5000 in 23-24.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	<u>\$10,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 473-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Sub Teachers

**Account Number**

91020

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW - Covid has not disappeared and absences still build up when having to miss at least 5 days for a positive test. We are seeking to reimburse for the budget for these substitutes that are needed to fill in.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$10,000
<b>Total Expenditures</b>	\$20,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 473-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

CMS Textbooks

**Account Number**

91054

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

NEW ITEM - We were approved for our K-5th grade ELA curriculum on our first submission for ESSER III money. Our plan was to also include a secondary ELA curriculum but needed to set in place processes so the curriculum will be successful. USD 473 adopted FastBridge for data points to analyze first to make a better decision on where we were at academically by being more objective than subjective. This has led to starting a new schedule for both middle school and high school to incorporate the MTSS process during a set period for both buildings. Supports must be put in place before just simply adopting an evidence based curriculum to follow. The other reason for waiting was not to overload our District system with adopting too many curriculums in one year without the proper training. If multiple curriculum adoptions occur in the same year the burnout and lack of quality of implementation takes place from the teaching staff. Some small gains have taken place from using the Tier 2 systems of support Rewards program approved on our first ESSER III submission. Data analysis from our FastBridge Scores the last two years for the secondary level indicated increased risk, with the impacts of instruction due to absences during the 2020-21 school year. In the fall of 2021, scores in Tier 1 decreased over time from fall to spring in 6th Grade (52%-47%), and increased in 7th Grade (62%-increase to 65%), and 8th Grade (46%- increase to 59%). Factors for increases included a focus on Tier 1 instruction, implementation of Tier 2 and 3 schedule and evidence-based interventions such as Rewards. However, due to the number of Tier 2 and 3 students that cannot be fully supported in an overloaded system, and continuing to see grade levels significantly under 80% at Tier 1, a new core evidence based curriculum will help us reach all students. The middle school state assessment scores show the two years longitudinal after the 2020 shut down for covid as follows for combined Level 3 & 4 score percentage: 6th grade (36% to 25%), 7th grade (39%-32%), 8th grade (31%-13%). The subgroup in the ELA is similar to math with free & reduced for larger drops which is attributed to the lack of internet capabilities at home during the pandemic and increased absenteeism from covid. The focus for the adoption will be to directly link to our curriculum USD 473 approved through the first ESSER III submission with Open Court for K-5th grade. The approved evidence-based practices with our committee will focus around Explicit and systematic instruction along with the other practice of Formative Assessments to make an impact on student gains weekly. The explicit instruction research in the following document shows the importance of having All staff focusing on the areas of vocabulary, comprehension and text interpretation for adolescent readers: [https://ies.ed.gov/ncee/wwc/docs/practiceguide/adlit\\_pg\\_082608.pdf](https://ies.ed.gov/ncee/wwc/docs/practiceguide/adlit_pg_082608.pdf) The second article involving studies with the formative assessment approach shows a positive effect and makes teachers more productive and effective in monitoring and assessing student achievement. <https://ies.ed.gov/ncee/rel/Products/Ask-A-REL/60020>

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$77,768
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$77,768</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item.

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Textbooks

**Account Number**

91054

**Function Code**

2900 - Other Support Services (would include room and board for Special Education students)

**Object Code**

810 - Dues and Fees

**Allowable Use**

16 - Other activities necessary to maintain LEA 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 - Professional Development Fees to Greenbush and Smoky Hill Learning Center allow for staff and teachers to gain knowledge and understanding with our data tools like FastBridge, Curriculum mapping, and other teaching strategies to help close the gap academically from learning loss that took place with covid. Updating and aligning the curriculums is needed but it is very important to give the teachers the skills to use it properly and effectively.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$11,040
<b>Budgeted Expenditures in SFY 2024</b>	\$11,040
<b>Total Expenditures</b>	<u>\$22,080</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 473-3-0017

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Textbooks

**Account Number**

91056

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

PREVIOUSLY APPROVED - Evidence Based Practices: Open Court Reading, Differentiated instruction within the curriculum, new curriculum based off the science of reading. 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> ESSA Criteria research:

<https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/ocr/ocr-meets-top-tiers-of-essa-criteria-flyer.pdf>

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$210,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$210,000</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 22 State Board meeting. KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Line Item ID: 473-3-0018

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Textbooks

**Account Number**

91054

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

PREVIOUSLY APPROVED - Number Works Curriculum, McGraw Hill for Tier 2, Tier 3 Middle School Math Interventions. Evidence Based Practices: Response to Intervention RTI strategies Multi-Tier System of Support built into the schedule. Math Intervention Research: <https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/program/number-works-2015/nw-2015-research-brochure.pdf>

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,400
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,400</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 22 State Board meeting

Line Item ID: 473-3-0019



**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Textbooks CES

**Account Number**

91056

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

PREVIOUSLY APPROVED - Evidence Based Practices, Comprehensive Pre-K curriculum (reading, math, SEL) Differentiated instruction within the curriculum, new curriculum based off the science of reading. 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> ESSA Criteria research:  
<https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/ocr/ocr-meets-top-tiers-of-essa-criteria-flyer.pdf>

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$10,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$10,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 22 State Board meeting. KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Line Item ID: 473-3-0020

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Textbooks CMS

**Account Number**

91056

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

PREVIOUSLY APPROVED - Curriculum for 6th-12th grade students involving Tier 2 & 3 interventions in literacy, REWARDS. Responses to Intervention RTI strategies, Multi-Tier System of Support built into the schedule. Impact of Research with special education and lower Tier support: [https://digitalcommons.csumb.edu/cgi/viewcontent.cgi?article=1402&context=caps\\_thes](https://digitalcommons.csumb.edu/cgi/viewcontent.cgi?article=1402&context=caps_thes)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,200
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$4,200</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 22 State Board meeting

Line Item ID: 473-3-0022

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Textbooks

**Account Number**

91053

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

PREVIOUSLY APPROVED - PreK-12th grade social, emotional evidence based curriculum that can be administered by both counselors and teachers weekly. Evidence Based Practices: Postive behavior interventions, Choice between safe & civil schools and/or character development. A researched based curriculum is based off of input from a district staff committee, district level administrator team and building level teacher team.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$20,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$20,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 22 State Board meeting. KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Line Item ID: 473-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Equipment

**Account Number**

91082

**Function Code**

1000 - Instruction

**Object Code**

700 - PROPERTY

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Evidence Based Practices: Due to Covid, new computers will help online curriculum needs, airplay for demonstration to students and Vocational Classes for design. This will also create an ability to zoom in for student improvement teams with multiple schools.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$128,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$128,000

**Status**

Approved

Line Item ID: 473-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Equipment

**Account Number**

91082

**Function Code**

1000 - Instruction

**Object Code**

700 - PROPERTY

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Evidence Based Practices: Social distancing due to covid requires more display visually in the classroom and for remote learners to see students at home if needed.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$18,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$18,000

**Status**

Approved

Line Item ID: 473-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Tech Salary

**Account Number**

91273

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Staff pay for IT assistant. The assistant will concentrate on COVID related issues involving online platforms, streaming, technology repair and working with students in the vocational classes with computer science.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$25,000
<b>Budgeted Expenditures in SFY 2023</b>	\$25,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$50,000</u>

**Status**

Approved

Line Item ID: 473-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Sub Teachers

**Account Number**

91020

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Paying substitute teachers for COVID related absences

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$5,000</u>

**Status**

Approved

Line Item ID: 473-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Inst Salaries

**Account Number**

91012

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Continue to fund our additional history teacher in middle school. Reduced class size continues to be a need in the middle school with larger numbers and the need for social distancing because of COVID.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$40,000
<b>Budgeted Expenditures in SFY 2024</b>	\$40,000
<b>Total Expenditures</b>	<u>\$80,000</u>

**Status**

Approved