

ESSER II Change Request Overview and Table of Contents

DISTRICT PROFILES					KSDE RECOMMENDATIONS							
Plan	District Number	District Name	Total Public School Students (FTE) ¹	% Students Approved for Free- or Reduced-Price Lunch ²	Total Direct and True Up Allocation	Previously Eligible	% Requested of Total Allocation Previously	Requested Change	Total Change Request Approved	Eligible net change for Task Force Review	% Eligible of Total Requested	Eligible Value Per Student (FTE) ¹
1	202	Turner-Kansas City	3,767	71%	\$ 4,211,442	\$ 4,211,442	100%	\$ 4,211,442	\$ 4,211,442	\$ -	100%	\$ 1,118
2	227	Hodgeman County Schools	295	38%	\$ 137,553	\$ 82,356	60%	\$ 137,553	\$ 137,553	\$ 55,197	100%	\$ 466
3	233	Olathe	28,448	25%	\$ 8,542,416	\$ 8,534,450	100%	\$ 8,542,416	\$ 8,542,416	\$ 7,966	100%	\$ 300
4	289	Wellsville	724	29%	\$ 222,243	\$ 222,243	100%	\$ 222,243	\$ 222,243	\$ -	100%	\$ 307
5	340	Jefferson West	827	31%	\$ 307,237	\$ 307,237	100%	\$ 307,237	\$ 307,237	\$ -	100%	\$ 372
6	385	Andover	4,916	8%	\$ 1,474,843	\$ 1,474,843	100%	\$ 1,474,843	\$ 1,474,843	\$ -	100%	\$ 300
7	490	El Dorado	1,823	58%	\$ 1,500,447	\$ 1,500,447	100%	\$ 1,500,447	\$ 1,500,447	\$ -	100%	\$ 823
8	501	Topeka Public Schools	12,039	77%	\$ 18,755,972	\$ 18,438,040	98%	\$ 18,755,972	\$ 18,755,972	\$ 317,932	100%	\$ 1,558
Total			52,838	38%	\$ 35,152,153	\$ 34,771,058	99%	35,152,153	\$ 35,152,153	\$ 381,095	100%	\$ 665

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)

4186-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



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202_Turner-Kansas City_ESSER_II_Change

Applicant details

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

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

Select an Applicant Type Unified School District

Applicant / Entity Name Turner USD 202

Applicant / Mailing Address

800 S 55th St
Kansas City, KS 66106

Applicant / First and Last Name of Owner, CEO, or Executive Director Kristen Woodbury

Applicant / Email Address of Owner, CEO, or Executive Director woodburyk@turnerusd202.org

Applicant / Phone Number 9132884185

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

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

Application details

Full District Name Turner-Kansas City

District Number 202

Mailing Address Street Address	800 S 55th St
Mailing City	Kansas City
Mailing Address Zip Code	66106
Authorized Representative of the District Name	Kristen Woodury
Authorized Representative of the District Position or Title	Director of Business Services
Authorized Representative of the District Email Address	woodburyk@turnerusd202.org
Authorized Representative of the District Phone Number	+19132884185
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.

When comparing our Winter 2020 MAP data to Winter 2021 MAP data, our mean student performance dropped an average of 3.3 RIT points in mathematics across grades 1-6. The most alarming drop was in first grade where there was a 6-point drop in the mean and in fourth grade where there was a 5-point drop in the mean. Our mean performance dropped an average of 1.9 RIT points in reading with the most significant decline was in first grade, 6 RIT points.

First semester, 272 (26.3%) Turner High School students had three or more Fs. In addition, 18.4% of remote only learners failed 6 or more classes first semester earning less than 1 credit towards graduation. Eighty-four (13.8%) Turner Middle School students failed both ELA and Math first semester. At Turner Middle School, 19.8% of remote only students failed six or more classes.

Ninety-one (91) TUSD students have more than 45 unexcused absences from school, one quarter of the school year. Four hundred and sixty-nine (469) TUSD students (12%) have between 20 and 45 unexcused absences from school.

Due to COVID-19, substitute teachers were financially incentivized to work in Turner and costs were high due to the number of staff absences and quarantines.

Funds were spent to purchase PPE for all staff, temperature kiosks in buildings, desk shields, air filtration, and signage across the district.

Technology needs became apparent while in a hybrid model which caused devices to be purchased, along with software to secure and manage the system.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	Yes
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Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

We have not drawn down all of our ESSER II allocation but the funds have been allocated. There are funds allocated for salary and benefits for certified staff hired , additional support staff, technology devices, furniture for classroom intervention staff

and learning spaces.

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.

Turner began the year with two learning models: “Blended,”; students attended in-person alternating days, and “Remote”. The ESSER II funds are planned to intervene with students instructionally and socially with the intent to close educational gaps caused by COVID-19 .

Turner is in the process of hiring additional instructional positions to intervene with identified students who have academic needs. These positions include content specialists in literacy and math at every elementary building. Secondary schools will receive “transition specialists” to support students who are at-risk due to instructional losses. Permanent substitutes will also be hired.

Additional planning time will be funded per employee for planning the transition to full in-person learning and create individualized student interventions based on COVID-19 educational gaps . This planning is occurring during fourth quarter of this school year and will occur to some extent during the upcoming year.

Turner will review our district curriculum and purchase a variety of instructional resources using ESSER II funds. Curricular resources for virtual learning with digital components will be recommended in the areas of intervention, music, health, reading, and math.

Increasing instructional time will occur through extended day tutoring and a comprehensive extended year program during the next two summers. Summer schools will occur at each level in our district as well as secondary credit recovery.

Socially/Emotionally, we plan to support students through trauma-sensitive resources and an updated SEL curriculum support from certified staff.

We recognize that COVID-19 challenges have been difficult for staff, and would like to use ESSER II funds for an “Employee Assistance Program”.

Lastly, ESSER II funds will be used to improve air quality at schools as well as update instructional technology that proved lacking during Remote and Blended instruction. Specifically, new student devices will be purchased as well as content filtering, cyber security awareness, and antivirus software.

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

Student performance data including the NWEA MAP, BAS, and the KAP will show academic recovery. Assessments aligned to the curriculum and embedded digital intervention programs will be used to measure progress more frequently.

A measure of recovery for our secondary students will be credit acquisition. The specialist positions will assist students in maintaining passing scores in new courses impacted by inadequate foundational knowledge.

Student data evaluation requires additional collaborative planning. Team functioning, 5Essentials surveys and data for evaluation TUSD efforts. We will evaluate the assistance program with usage data and staff attendance data.

Student social emotional health will be measured by the SRSS data administered three times annually and our data from the SOS. Our attendance and discipline data will also be examined.

Notes on ESSER II application Excel template:

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

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

XLSX

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the

requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

for, and respond to coronavirus.

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

Certification

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

Electronic Signature

Kristen Woodbury

Date

05/31/2023

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

USD	District Name	Data as of
202	Turner-Kansas City	6/2/2023

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
202-1-001-20230613	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Was originally approved for \$1,064,000. Salary for certified staff: reading interventionists, math interventionists, designated elementary sub, transition teacher. Extra planning time for summer school and planning for next school year learning loss catch up	\$ 1,452,690	\$ 1,452,690	\$ -	\$ -	\$ -	67-1000-100-1919	Change Request: Previously approved for \$1,064,000 SFY 2022
202-1-002-20230613	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Was originally approved for \$325,384. Salary for non-certified staff: reading & math intervention. Extra planning time for summer school and planning for next school year learning loss catch up	\$ 197,828	\$ 197,828	\$ -	\$ -	\$ -	67-1000-120-1919	Change Request: Previously approved for \$325,384 SFY 2022
202-1-003-20230613	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11B. Planning and implementing supplemental after-school programs	Change Request: Was originally approved for \$221,428. Certified salaries for expanded after-school tutoring to repair learning loss, credit recovery and focused classes for math and science	\$ 60,696	\$ 60,696	\$ -	\$ -	\$ -	67-1000-100-1919	Change Request: Previously approved for \$221,428 SFY 2022
202-1-004-20230613	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11B. Planning and implementing supplemental after-school programs	Change Request: Was originally approved for \$20,000. Classified staff for expanded after-school tutoring throughout the year	\$ 12,305	\$ 12,305	\$ -	\$ -	\$ -	67-1000-120-1919	Change Request: Previously approved for \$20,000 SFY 2022
202-1-005-20230613	Eligible	Direct Allocation	Instruction	Health and Accident Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Was originally approved for \$171,199. Insurance benefits for instructional staff providing learning loss catch up	\$ 69,276	\$ 69,276	\$ -	\$ -	\$ -	67-1000-213-1919	Change Request: Previously approved for \$171,199 SFY 2022
202-1-006-20230613	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Was originally approved for \$106,288. FICA for salary for certified staff: reading interventionists, math interventionists, designated elementary sub, transition teacher	\$ 128,936	\$ 128,936	\$ -	\$ -	\$ -	67-1000-221-1919	Change Request: Previously approved for \$106,288 SFY 2022
202-1-007-20230613	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	Change Request: Was originally approved for \$50,610. Instructional supplies: phonics, books, training guides. Instructional books for the middle school and the sixth grade academy to do a one school, one book program, this will provide additional ela support for learning loss	\$ 6,668	\$ 6,668	\$ -	\$ -	\$ -	67-1000-619-1919	Change Request: Previously approved for \$50,610 SFY 2022

202-1-008-20230613	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request: Was originally approved for \$133,800. Mobile device management for student laptops, software licenses-ALEKS and lexia core, firewalls for district-wide access	\$ 240,065	\$ 240,065	\$ -	\$ -	\$ -	67-1000-653-1919	Change Request: Previously approved for \$133,800 SFY 2022
202-1-009-20230613	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (Including Software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request: Was originally approved for \$650,000. instructional devices for students. Hardware and hardcase, software and apple care+ for warranty. Additional 700 devices, cases, software & 1 year of apple+ purchased	\$ 1,525,052	\$ 1,525,052	\$ -	\$ -	\$ -	67-1000-736-1919	Change Request: Previously approved for \$650,000 SFY 2022
202-1-010-20230613	Eligible	Direct Allocation	Instructional Staff Training Services	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Was originally approved for \$160,000. salaries for professional development salaries, math and science	\$ 62,782	\$ 62,782	\$ -	\$ -	\$ -	67-2213-100-1919	Change Request: Previously approved for \$160,000 SFY 2022
202-1-011-20230613	Eligible	Direct Allocation	Instructional Staff Training Services	Health and Accident Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Was originally approved for \$15,564. insurance benefits for pd staff providing training	\$ 7,782	\$ 7,782	\$ -	\$ -	\$ -	67-2213-213-1919	Change Request: Previously approved for \$15,564 SFY 2022
202-1-012-20230613	Eligible	Direct Allocation	Instructional Staff Training Services	FICA - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: Was originally approved for \$8,419. FICA benefits for pd staff providing training	\$ 4,717	\$ 4,717	\$ -	\$ -	\$ -	67-2213-221-1919	Change Request: Previously approved for \$8,419 SFY 2022
202-1-013-20230613	Eligible	Direct Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: District paid other benefits for instructional salaries	\$ 2,647	\$ 2,647	\$ -	\$ -	\$ -	67-1000-290-1919	New Line Item
202-1-014-20230613	Eligible	Direct Allocation	Instruction	Other Supplies and Materials	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	New Line Item: Community outreach working with unified government supplies	\$ 4,325	\$ 4,325	\$ -	\$ -	\$ -	67-1000-619-1919	New Line Item
202-1-015-20230613	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	New Line Item: Instructional software: brainpop, schoology, 12 virtual hours of mathematics support and coaching, vocabulary surge, multisyllable phonics, rising 1-3rd grade, dreambox, classkick	\$ 296,077	\$ 296,077	\$ -	\$ -	\$ -	67-1000-653-1919	New Line Item

202-1-016-20230613	Eligible	Direct Allocation	Central Services	Other Employee Benefits	10. Providing mental health services and supports	New Line Item: District-wide employee assistance program	\$ 12,411	\$ 12,411	\$ -	\$ -	\$ -	67-2590-290-1919	New Line Item
202-1-017-20230613	Eligible	Direct Allocation	Operation of Building	Other Equipment	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	New Line Item: Testing air purification equipment at multiple elementary schools.	\$ 20,490	\$ 20,490	\$ -	\$ -	\$ -	67-2610-739-1919	New Line Item
202-1-018-20230613	Eligible	Direct Allocation	Maintenance of Buildings	Other Supplies and Materials	7. Purchasing supplies to sanitize and clean LEA and school facilities	New Line Item: District-wide disinfection supplies and materials	\$ 6,368	\$ 6,368	\$ -	\$ -	\$ -	67-2620-619-1919	New Line Item
202-1-019-20230613	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: Transportation salary for after-school tutoring	\$ 4,180	\$ 4,180	\$ -	\$ -	\$ -	67-2710-120-1919	New Line Item
202-1-020-20230613	Eligible	Direct Allocation	Vehicle Operation	FICA - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: transportation FICA for after-school tutoring	\$ 305	\$ 305	\$ -	\$ -	\$ -	67-2710-221-1919	New Line Item
202-1-021-20230613	Eligible	Direct Allocation	Vehicle Operation	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: transportation other benefits for after-school tutoring	\$ 101	\$ 101	\$ -	\$ -	\$ -	67-2710-290-1919	New Line Item
202-1-022-20230613	Eligible	Direct Allocation	Social Work Services	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: Social worker salary for additional social emotional student needs	\$ 26,848	\$ 26,848	\$ -	\$ -	\$ -	67-2113-111-9900	New Line Item
202-1-023-20230613	Eligible	Direct Allocation	Social Work Services	Health and Accident Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: District paid medical insurance for social worker	\$ 5,188	\$ 5,188	\$ -	\$ -	\$ -	67-2113-213-9900	New Line Item

202-1-024-20230613	Eligible	Direct Allocation	Social Work Services	FICA - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: District paid FICA for social worker	\$ 1,960	\$ 1,960	\$ -	\$ -	\$ -	67-2113-221-9900	New Line Item
202-1-025-20230613	Eligible	Direct Allocation	Social Work Services	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: District paid other employee benefits for social worker	\$ 27	\$ 27	\$ -	\$ -	\$ -	67-2113-290-9900	New Line Item
202-1-026-20230613	Eligible	Direct Allocation	Counseling Services	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: Additional counselor wages for hours added to their day	\$ 4,562	\$ 4,562	\$ -	\$ -	\$ -	67-2122-111-1919	New Line Item
202-1-027-20230613	Eligible	Direct Allocation	Counseling Services	FICA - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: District paid FICA for counselor	\$ 331	\$ 331	\$ -	\$ -	\$ -	67-2122-221-1919	New Line Item
202-1-028-20230613	Eligible	Direct Allocation	Counseling Services	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: District paid other employee benefits for counselor	\$ 5	\$ 5	\$ -	\$ -	\$ -	67-2122-290-9900	New Line Item
202-1-029-20230613	Eligible	Direct Allocation	Instructional Staff Training Services	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: District paid other employee benefits for PD staff providing training	\$ 63	\$ 63	\$ -	\$ -	\$ -	67-2213-290-9900	New Line Item
202-1-030-20230613	Eligible	Direct Allocation	Supervision of Food Service	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: Salary for supervision of food service related to no national food service lunch program	\$ 910	\$ 910	\$ -	\$ -	\$ -	67-3110-121-9900	New Line Item
202-1-031-20230613	Eligible	Direct Allocation	Supervision of Food Service	FICA - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: District paid FICA for food service position	\$ 70	\$ 70	\$ -	\$ -	\$ -	67-3110-221-9900	New Line Item

202-1-032-20230613	Eligible	Direct Allocation	Supervision of Food Service	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Line Item: District paid other employee benefits for food service position	\$ 1	\$ 1	\$ -	\$ -	\$ -	67-3110-290-9900	New Line Item
202-1-033-20230613	Eligible	Direct Allocation	Instruction	Furniture and Fixtures	12. Addressing learning loss among students, including vulnerable populations	New Line Item: Classroom furniture needed due the additional of intervention staff for staff and students learning areas	\$ 19,832	\$ 19,832	\$ -	\$ -	\$ -	67-1000-733-9900	New Line Item. *This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)
202-1-034-20230613	Eligible	Direct Allocation	Instructional Staff Training Services	Instructional Programs Improvement Services	12. Addressing learning loss among students, including vulnerable populations	New Line Item: Professional Development training teachers for the new math curriculum	\$ 34,395	\$ 34,395	\$ -	\$ -	\$ -	67-2213-321-1919	New Line Item
202-1-035-20230613	Eligible	Direct Allocation	Instructional Staff Training Services	Other Supplies and Materials	12. Addressing learning loss among students, including vulnerable populations	New Line Item: Professional Development supplies for the new math curriculum	\$ 1,550	\$ 1,550	\$ -	\$ -	\$ -	67-2213-619-1919	New Line Item

Kansas CommonApp (2020)

4136-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



eZDmrZrr

227_Hodgeman County_ESSER II Plan_1007 (copy)

Applicant details

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

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

Select an Applicant Type	Unified School District
Applicant / Entity Name	USD 227 Hodgeman County
Applicant / Mailing Address	
	PO Box 398, Jetmore, KS 67854
Applicant / First and Last Name of Owner, CEO, or Executive Director	Doug Chaney
Applicant / Email Address of Owner, CEO, or Executive Director	dbchaney@usd227.org
Applicant / Phone Number	620-357-8301

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)	480699899
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Application details

Full District Name	Hodgeman County
District Number	227
Mailing Address Street Address	PO Box 398 401 Douglas
Mailing City	Jetmore
Mailing Address Zip Code	67854
Authorized Representative of the District Name	Doug Chaney
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	dbchaney@usd227.org
Authorized Representative of the District Phone Number	+16203578301
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	christina@usd227.org

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

The impact of Covid-19 on USD 227 reached across many areas of our daily lives affecting students, faculty and families. Living in remote western Kansas, schools serve as a central hub for our communities. When we were shut down, some students and adults lost their social network which took a toll on their well being. Students missed traditional steps in life which cost them learning loss both academically as well as socially. Living where we do, not everyone has functioning connectivity to the outside. This created problems in getting instruction to our students which in turn created cost to the district through devices and connectivity. We have learned that internet teaching only goes so far and it takes a special student to be successful, learning from home remotely. The effects of Covid-19 will be felt academically and socially for years to come.

Does the district have remaining ESSER I funding that it has not yet spent as of the date of ESSER II application submission?	Yes
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Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

To help pay for after school tutoring, summer school, programs to assist with the mental health of our students, technology that can be used off site in case of a shut down or quarantine, and cleaning supplies to keep the facilities sanitized.

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

USD 227 Hodgeman County Public Schools, in an effort to retain and recruit quality staff during the COVID-19 Pandemic, proposes using ESSER II funds to provide a one-time \$1500 premium pay incentive for all staff for the 2021-2022 school year.

Our staff including all teachers, para-professionals, counselors, administration, office, nutrition, custodial, maintenance and transportation total of 52 employees.

The Pandemic will continue to challenge all of us to provide a safe quality learning environment for all our students during the 2021-2022 school year. Although the majority of our staff have been fully vaccinated, some have not. Some of our students age 12 and older have been vaccinated but many have not and none of the students under 12 are eligible for a vaccination at this time. We will be asking all of our staff to go above and beyond their normal duties and responsibilities to keep our facilities, busses, and learning environments clean and safe for student and staff use. We believe our staff will earn and they deserve this one-time premium pay incentive.

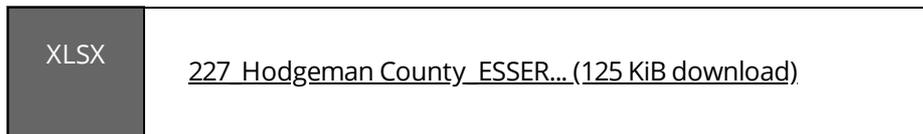
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The staff we are able to retain and recruit will maintain continuity and a stable environment for them to learn.

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.

USD	District Name	Data as of
227	Hodgeman C	5/18/2023

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
227-1-001-20230613	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to provide a \$1500 premium pay retention & recruitment incentive for 24 full time employees and \$750 premium pay retention incentive for 1 1/2-time employee that will be paid in December 2021.	\$ 36,750	\$ 36,750	\$ -	\$ -	\$ -	7	Approved at the November 2021 State Board
227-1-002-20230613	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to provide a \$1500 premium pay retention & recruitment incentive for 8 full time employees that will be paid in December 2021.	\$ 12,000	\$ 12,000	\$ -	\$ -	\$ -	7	Approved at the November 2021 State Board
227-1-003-20230613	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to provide a \$1500 premium pay retention & recruitment incentive for 1 full time employee that will be paid in December 2021.	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	7	Approved at the November 2021 State Board
227-1-004-20230613	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to provide a \$1500 premium pay retention & recruitment incentive for 1 full time employee that will be paid in December 2021.	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	7	Approved at the November 2021 State Board
227-1-005-20230613	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to provide a \$1500 premium pay retention & recruitment incentive for 1 full time employee that will be paid in December 2021.	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	7	Approved at the November 2021 State Board
227-1-006-20230613	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to provide a \$1500 premium pay retention & recruitment incentive for 1 full time employee that will be paid in December 2021.	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	7	Approved at the November 2021 State Board
227-1-007-20230613	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to provide a \$1500 premium pay retention & recruitment incentive for 1 full time employee that will be paid in December 2021.	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	7	Approved at the November 2021 State Board

227-1-008-20230613	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to provide a \$1500 premium pay retention & recruitment incentive for 2 full time employees that will be paid in December 2021.	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	7	Approved at the November 2021 State Board
227-1-009-20230613	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	COVID-19 caused hardship on employees and the funds will be used to provide a \$1500 premium pay retention & recruitment incentive for 2 full time employees that will be paid in December 2021.	\$ 3,000	\$ 3,000	\$ -	\$ -	\$ -	7	Approved at the November 2021 State Board
227-1-010-20230613	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to provide a \$1500 premium pay retention & recruitment incentive for 6 full time employees and 1/2 time employee that will be paid in December 2021.	\$ 9,750	\$ 9,750	\$ -	\$ -	\$ -	7	Approved at the November 2021 State Board
227-1-011-20230613	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to provide a \$1500 premium pay retention & recruitment incentive for 3 full time employees that will be paid in December 2021.	\$ 4,500	\$ 4,500	\$ -	\$ -	\$ -	7	Approved at the November 2021 State Board
227-1-012-20230613	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to pay the employer side of Social Security to provide a \$1500 premium pay retention & recruitment incentive for 32 full time employees and \$750 premium pay retention incentive for 1 1/2-time employee that will be paid in December 2021.	\$ 3,730	\$ 3,730	\$ -	\$ -	\$ -	7	Approved at the November 2021 State Board
227-1-013-20230613	Eligible	Direct Allocation	Support Services (Students)	Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to pay the employer side of Social Security to provide a \$1500 premium pay retention & recruitment incentive for 1 full time employee that will be paid in December 2021.	\$ 115	\$ 115	\$ -	\$ -	\$ -	7	Approved at the November 2021 State Board
227-1-014-20230613	Eligible	Direct Allocation	Support Services - Instruction	Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to pay the employer side of Social Security to provide a \$1500 premium pay retention & recruitment incentive for 1 full time employee that will be paid in December 2021.	\$ 115	\$ 115	\$ -	\$ -	\$ -	7	Approved at the November 2021 State Board
227-1-015-20230613	Eligible	Direct Allocation	Support Services - General Administration	Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to pay the employer side of Social Security to provide a \$1500 premium pay retention & recruitment incentive for 2 full time employees that will be paid in December 2021.	\$ 230	\$ 230	\$ -	\$ -	\$ -	7	Approved at the November 2021 State Board
227-1-016-20230613	Eligible	Direct Allocation	Support Services - School Administration	Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship employees and the funds will be used to pay the employer side of Social Security to provide a \$1500 premium pay retention & recruitment incentive for 3 full time employees that will be paid in December 2021.	\$ 345	\$ 345	\$ -	\$ -	\$ -	7	Approved at the November 2021 State Board

227-1-017-20230613	Eligible	Direct Allocation	Operation & Maintenance of Plant	Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to pay the employer side of Social Security to provide a \$1500 premium pay retention & recruitment incentive for 2 full time employees that will be paid in December 2021.	\$ 230	\$ 230	\$ -	\$ -	\$ -	7	Approved at the November 2021 State Board
227-1-018-20230613	Eligible	Direct Allocation	Vehicle Operation	Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to pay the employer side of Social Security to provide a \$1500 premium pay retention & recruitment incentive for 6 full time employees and 1 1/2 time employee that will be paid in December 2021.	\$ 746	\$ 746	\$ -	\$ -	\$ -	7	Approved at the November 2021 State Board
227-1-019-20230613	Eligible	Direct Allocation	Food Services Operations	Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID-19 caused hardship on employees and the funds will be used to pay the employer side of Social Security to provide a \$1500 premium pay retention & recruitment incentive for 3 full time employees that will be paid in December 2021.	\$ 345	\$ 345	\$ -	\$ -	\$ -	7	Approved at the November 2021 State Board
227-1-020-20230613	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	NEW LINE: Summer School: USD 227 will offer a summer school program to address student learning loss in the ELA and STEM areas that will hire 3 teachers and will be for 4 weeks for a cost of \$5,850 in salaries	\$ 5,850	\$ -	\$ -	\$ 5,850	\$ -	13	New Line Item
227-1-021-20230613	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	NEW LINE: Summer School: USD 227 summer program to address learning will purchase materials for the summer program that will address the STEM learning loss through a robotic instructional design. The materials will include (2) sets cubelets Intrepid Inventors aligned standards Mega Pack at \$5,779 each. (1) Set Grade 1-3 Lesson Plan Bundle Launchpad \$199.00 (1) Set Grade 4-6 Lesson Plan Bundle Launchpad \$199.00 (1) Pre-K-K Lesson Plan Bundle Launchpad \$199.00 (1) Set Grades K-12 Lesson Plan Bundle Launchpad \$640.00 (7) Cublet Brick Adapter 4pack total \$126.00 (1) 5 Port USB Charger \$43.00 (1) Set Cubelet Activity Cards \$25.0 (17) Tinkerine Printer filament spools \$538.88	\$ 11,558	\$ -	\$ -	\$ 11,558	\$ -	13	New Line Item
227-1-022-20230613	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	NEW LINE: Summer school: USD 227 summer program to address learning lost will purchase a 3-D printer for students to demonstrate their understanding of the STEM standards.	\$ 4,092	\$ -	\$ -	\$ 4,092	\$ -	13	New Line Item

227-1-023-20230613	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	NEW LINE: Summer School: To address student learning loss caused by the COVID pandemic, USD 227 will be offering a summer program and miscellaneous supplies will be purchased to include but not limited to: reading and math materials, paper and other consumables.	\$ 1,500	\$ -	\$ -	\$ 1,500	\$ -	13	New Line Item
227-1-024-20230613	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	NEW LINE: Curriculum: USD 227 will provide current curriculum materials to address student learning loss as demonstrated since the COVID pandemic. The following materials will be purchased: McGraw-Hill student editions and assessments \$4,180; Prentice Hall (Savvas) student editions and assessments \$4,566.50; National Geographic history student editions and assessments \$3,799.50; Math Personal Finance student editions \$2,500; Math PBL plus misc activities \$965; ELA materials from CommonLit and HMH (Houghton Mifflin Hartcourt) \$4848. Total: \$20,859.	\$ 20,956	\$ -	\$ -	\$ 20,956	\$ -	6	New Line Item
227-1-025-20230613	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	NEW LINE: Professional Development: To provide training for staff to address student learning loss that was caused by the COVID pandemic. Expense included registration, materials, travel/lodging.	\$ 2,400	\$ -	\$ -	\$ 2,400	\$ -	8	New Line Item
227-1-026-20230613	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	NEW LINE: USD 227 will provide current curriculum materials to address student learning loss as demonstrated since the COVID pandemic. Expense includes 2 computers for graphic design class for \$1767.06.	\$ 1,767	\$ -	\$ -	\$ 1,767	\$ -	8	New Line Item
227-1-027-20230613	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	NEW LINE: USD 227 will provide current curriculum materials to address student learning loss as demonstrated since the COVID pandemic. Expense includes 27 Chromebooks for \$7,074.00	\$ 7,074	\$ -	\$ -	\$ 7,074	\$ -	8	New Line Item

Kansas CommonApp (2020)

4182-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



OGLrmjv

233_Olathe_ESSER II Plan_0522

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 233 Olathe

Applicant / Mailing Address

PO Box 2000
Olathe, KS 66063

Applicant / First and Last Name of Owner, CEO, or Executive Director John Allison

Applicant / Email Address of Owner, CEO, or Executive Director jallison@olatheschools.org

Applicant / Phone Number 913-780-7000

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

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

Application details

Full District Name Unified School District 233 Olathe

District Number 233

Mailing Address Street Address	PO Box 2000
Mailing City	Olathe
Mailing Address Zip Code	66063
Authorized Representative of the District Name	Cassy Osborn
Authorized Representative of the District Position or Title	Director of Business & Financial Services
Authorized Representative of the District Email Address	cosbornec@olatheschools.org
Authorized Representative of the District Phone Number	+19137808129
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	jhutchisonec@olatheschools.org
Other District Representative 2 Email Address	byeagerec@olatheschools.org

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

While the Olathe Public School District has worked very hard to support all students during the COVID-19 Pandemic, some students have shown struggles with both social-emotional health and academic learning. Overall, academic data remains consistent with reading and math has slipped about 3% on the NWEA MAP Assessment. In addition, students and families have needed enhanced support in areas related to mental health. Much of this has been directly related to students who have been learning in less-consistent learning models this year. Additionally, the district currently has over 6,000 students enrolled in remote learning exclusively because of COVID. Many of these students will need high levels of support as they reenter school buildings in the fall for the first time in over 18 months. A higher percentage (larger than the overall district %) of students who receive Free or Reduced lunch are enrolled in remote learning. The trend is the same for students who are English Language Learners. Both student groups will need additional support beyond what has historically been in place. Costs will be significant to provide "extra" for many students who need academic and/or social-emotional mental health support. Costs will be related to staff pay, transportation, materials, and instructional resources.

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.

The Olathe Public School District plans to use the vast majority of ESSER II funding to provide supports around learning loss and social-emotional supports to students. We will be working strategically to systematically provide intervention to all students K-12 and related professional development for our staff. In addition, money will be earmarked for summer programming, before and afterschool SEL and academic opportunities, and additional ELL and counseling support. In addition,

funds will also be set aside for close analysis and support of high school students nearing graduation. Interventions will be swiftly provided for students who appear to be at-risk of not being able to graduate.

The remaining ESSER funds will be utilized to enhance staff pay and maintain class sizes. In 2020-21, our operating funds saw expenditures exceed revenues by \$7.1 million, facilitating the need to utilize our contingency reserve funds. In 2021-2022, ESSER III funds were available to increase compensation; otherwise, this would not have been possible with available operating funds. As with most school district, nearly 80% of our operating budget is committed to compensation. In order to adjust our budget accordingly, we would need to freeze salaries and reduce our work force which would result in higher class sizes and hurt retention and recruitment efforts, ultimately impacting student performance. In order to maintain class size and prevent our current work force from seeking employment in other districts, these funds must be utilized to maintain and hopefully enhance compensation for our staff.

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 monitor success outcomes of ESSER funding within the regular data systems that are used. The district will continue the use of NWEA MAP to measure achievement and growth in the areas of reading and math. Additionally, the district will use Panorama SEL Assessment results to measure the work in areas related to Social-Emotional Learning.

Notes on ESSER II application Excel template:

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

Certification

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

Electronic Signature

Cassy Osborn

Date

05/22/2023

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

USD	District Name	Data as of
233	Olathe	5/26/2023

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
233-1-001-20230613	Eligible	Direct Allocation	Support Services - Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer school will be provided to students who have shown regression because of the COVID-19 Pandemic. Online resources will be available for students who do not qualify for summer school, but show they will benefit from extra learning over the summer to prevent the summer slide. Teachers will direct students to specific online resources based on their end of year learning levels in reading and in math.	\$ 9,211	\$ 9,211	\$ -	\$ -	\$ -	007.2200.51 1110.000.00 0.0991.000	Change Request: Previously approved for \$60,140 between SFY 2021 and 2022
233-1-002-20230613	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Summer school will be provided to students who have shown regression because of the COVID-19 Pandemic. Online resources will be available for students who do not qualify for summer school, but show they will benefit from extra learning over the summer to prevent the summer slide. Teachers will direct students to specific online resources based on their end of year learning levels in reading and in math.	\$ 675	\$ 675	\$ -	\$ -	\$ -	007.2200.52 2000.000.00 0.0991.000	Change Request: Previously approved for \$4,600 between SFY 2021 and 2022
233-1-003-20230613	Eligible	Direct Allocation	Support Services - Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Summer school will be provided to students who have shown regression because of the COVID-19 Pandemic. Online resources will be available for students who do not qualify for summer school, but show they will benefit from extra learning over the summer to prevent the summer slide. Teachers will direct students to specific online resources based on their end of year learning levels in reading and in math.	\$ 9	\$ 9	\$ -	\$ -	\$ -	007.2200.52 6000.000.00 0.0991.000	Change Request: Previously approved for \$60 between SFY 2021 and 2022
233-1-004-20230613	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Summer school will be provided to students who have shown regression because of the COVID-19 Pandemic. Online resources will be available for students who do not qualify for summer school, but show they will benefit from extra learning over the summer to prevent the summer slide. Teachers will direct students to specific online resources based on their end of year learning levels in reading and in math.	\$ 2,387	\$ 2,176	\$ 211	\$ -	\$ -	007.1000.56 1000.000.00 0.0991.000	Change Request: Previously approved for \$235,200 between SFY 2021 and 2022
233-1-005-20230613	Eligible	Direct Allocation	Support Services - Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	These positions will be highly trained to support reading and math interventions and processes related to MTSS in all schools PK-12. Students who show learning loss because of COVID, will need to receive support/intervention. Reading and math coaches will teacher our system so we can continue the supports at conclusion of ESSER funding.	\$ 736,406	\$ -	\$ 736,406	\$ -	\$ -	007.2200.51 1100.000.00 0.0991.000	Change Request: Previously approved for \$3,479,956 between SFY 2021 and 2022
233-1-006-20230613	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	These positions will be highly trained to support reading and math interventions and processes related to MTSS in all schools PK-12. Students who show learning loss because of COVID, will need to receive support/intervention. Reading and math coaches will teacher our system so we can continue the supports at conclusion of ESSER funding.	\$ 54,068	\$ -	\$ 54,068	\$ -	\$ -	007.2200.52 2000.000.00 0.0991.000	Change Request: Previously approved for \$266,216 between SFY 2021 and 2022

233-1-007-20230613	Eligible	Direct Allocation	Support Services - Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	These positions will be highly trained to support reading and math interventions and processes related to MTSS in all schools PK-12. Students who show learning loss because of COVID, will need to receive support/intervention. Reading and math coaches will teacher our system so we can continue the supports at conclusion of ESSER funding.	\$ 705	\$ -	\$ 705	\$ -	\$ -	007.2200.52 6000.000.00 0.0991.000	Change Request: Previously approved for \$3,828 between SFY 2021 and 2022
233-1-008-20230613	Eligible	Direct Allocation	Guidance Services	Full-Time Certified Salaries	10. Providing mental health services and supports	As with all things, the trauma experienced by our students has increased because of COVID-19. Having additional counselors, supporting our largest elementary schools over 500 students, will provide additional supports.	\$ 344,930	\$ -	\$ 171,423	\$ 173,508	\$ -	007.2120.51 1100.000.00 0.0991.000	Change Request: Previously approved for \$556,844 between SFY 2021 and 2022
233-1-009-20230613	Eligible	Direct Allocation	Guidance Services	Social Security Contributions	10. Providing mental health services and supports	As with all things, the trauma experienced by our students has increased because of COVID-19. Having additional counselors, supporting our largest elementary schools over 500 students, will provide additional supports.	\$ 25,897	\$ -	\$ 12,874	\$ 13,022	\$ -	007.2120.52 2000.000.00 0.0991.000	Change Request: Previously approved for \$42,600 between SFY 2021 and 2022
233-1-010-20230613	Eligible	Direct Allocation	Guidance Services	Unemployment Compensation	10. Providing mental health services and supports	As with all things, the trauma experienced by our students has increased because of COVID-19. Having additional counselors, supporting our largest elementary schools over 500 students, will provide additional supports.	\$ 338	\$ -	\$ 168	\$ 170	\$ -	007.2120.52 6000.000.00 0.0991.000	Change Request: Previously approved for \$556 between SFY 2021 and 2022
233-1-011-20230613	Eligible	Direct Allocation	Support Services - Instruction	Computers and Related Equipment (includes software if bought as a package)	12. Addressing learning loss among students, including vulnerable populations	In order to meet students where they are and to address learning gaps that exist because of COVID-19, a data warehouse will give our educators the ability to look at all data for a student or a group of students. This will include both academic performance data and SEL data.	\$ 262,500	\$ -	\$ 135,000	\$ 127,500	\$ -	007.2200.57 3600.000.00 0.0991.000	Change Request: Previously approved for \$300,000 between SFY 2021 and 2022
233-1-012-20230613	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Some of our most at-risk populations have been hit particularly hard by COVID-19. Having additional ELL teachers will provide support for our students who qualify to receive ELL support, but have declined services because of our service model. These staff members will also provide training and support to classroom teachers.	\$ 693,169	\$ -	\$ 342,928	\$ 350,241	\$ -	007.1000.51 1100.000.00 0.0991.000	Change Request: Previously approved for \$556,844 between SFY 2021 and 2022
233-1-013-20230613	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Some of our most at-risk populations have been hit particularly hard by COVID-19. Having additional ELL teachers will provide support for our students who qualify to receive ELL support, but have declined services because of our service model. These staff members will also provide training and support to classroom teachers.	\$ 49,792	\$ -	\$ 24,684	\$ 25,108	\$ -	007.1000.52 2000.000.00 0.0991.000	Change Request: Previously approved for \$42,600 between SFY 2021 and 2022
233-1-014-20230613	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Some of our most at-risk populations have been hit particularly hard by COVID-19. Having additional ELL teachers will provide support for our students who qualify to receive ELL support, but have declined services because of our service model. These staff members will also provide training and support to classroom teachers.	\$ 650	\$ -	\$ 322	\$ 328	\$ -	007.1000.52 6000.000.00 0.0991.000	Change Request: Previously approved for \$556 between SFY 2021 and 2022
233-1-015-20230613	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11B. Planning and implementing supplemental after-school programs	Extended learning will focus as before and after school tutoring to fill learning gaps. Additionally, schools will provide opportunities for students to reconnect with their schools through before and after school clubs that will focus on SEL.	\$ 137,935	\$ -	\$ 90,326	\$ 47,609	\$ -	007.1000.51 1110.000.00 0.0991.000	Change Request: Previously approved for \$185,614 between SFY 2021 and 2022

233-1-016-20230613	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	Extended learning will focus as before and after school tutoring to fill learning gaps. Additionally, schools will provide opportunities for students to reconnect with their schools through before and after school clubs that will focus on SEL.	\$ 10,061	\$ -	\$ 6,557	\$ 3,504	\$ -	007.1000.52 2000.000.00 0.0991.000	Change Request: Previously approved for \$14,200 between SFY 2021 and 2022
233-1-017-20230613	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11B. Planning and implementing supplemental after-school programs	Extended learning will focus as before and after school tutoring to fill learning gaps. Additionally, schools will provide opportunities for students to reconnect with their schools through before and after school clubs that will focus on SEL.	\$ 131	\$ -	\$ 86	\$ 46	\$ -	007.1000.52 6000.000.00 0.0991.000	Change Request: Previously approved for \$186 between SFY 2021 and 2022
233-1-018-20230613	Eligible	Direct Allocation	Student Transportation	Student Transportation Services	11B. Planning and implementing supplemental after-school programs	Extended learning will focus as before and after school tutoring to fill learning gaps. Additionally, schools will provide opportunities for students to reconnect with their schools through before and after school clubs that will focus on SEL.	\$ 9,367	\$ -	\$ 4,642	\$ 4,725	\$ -	007.2700.55 1000.000.00 0.0991.000	Change Request: Previously approved for \$20,000 between SFY 2021 and 2022
233-1-019-20230613	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11B. Planning and implementing supplemental after-school programs	Extended learning will focus as before and after school tutoring to fill learning gaps. Additionally, schools will provide opportunities for students to reconnect with their schools through before and after school clubs that will focus on SEL.	\$ 96,447	\$ 204	\$ 52,910	\$ 43,334	\$ -	007.1000.56 1000.000.00 0.0991.000	Change Request: Previously approved for \$230,000 between SFY 2021 and 2022
233-1-020-20230613	Eligible	Direct Allocation	Support Services - Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Over the summer, teams of teachers lead by the district's Learning Services Department will prepare curriculum documents, pacing guides, and instructional models to support students where they are as the 2021-2022 school year starts. Staff will work on the implementation and training of interventions related to reading and math. Additionally, staff will respond to district-wide data and make adjustment to related curriculum areas for implementation.	\$ 84,499	\$ 14,519	\$ 69,980	\$ -	\$ -	007.2200.51 1110.000.00 0.0991.000	Change Request: Previously approved for \$92,807 between SFY 2021 and 2022
233-1-021-20230613	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Over the summer, teams of teachers lead by the district's Learning Services Department will prepare curriculum documents, pacing guides, and instructional models to support students where they are as the 2021-2022 school year starts. Staff will work on the implementation and training of interventions related to reading and math. Additionally, staff will respond to district-wide data and make adjustment to related curriculum areas for implementation.	\$ 6,233	\$ 1,057	\$ 5,175	\$ -	\$ -	007.2200.52 2000.000.00 0.0991.000	Change Request: Previously approved for \$7,100 between SFY 2021 and 2022
233-1-022-20230613	Eligible	Direct Allocation	Support Services - Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Over the summer, teams of teachers lead by the district's Learning Services Department will prepare curriculum documents, pacing guides, and instructional models to support students where they are as the 2021-2022 school year starts. Staff will work on the implementation and training of interventions related to reading and math. Additionally, staff will respond to district-wide data and make adjustment to related curriculum areas for implementation.	\$ 81	\$ 14	\$ 68	\$ -	\$ -	007.2200.52 6000.000.00 0.0991.000	Change Request: Previously approved for \$93 between SFY 2021 and 2022
233-1-023-20230613	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning and disinfecting supplies, including sanitizer, disinfectant, gloves, mags, and barriers	\$ 115,507	\$ -	\$ 115,507	\$ -	\$ -	007.2600.56 1000.000.00 0.0991.000	Change Request: Previously approved for \$200,000 between SFY 2021 and 2022

233-1-024-20230613	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	The Olathe Public School District is opening a virtual school for the 2021/2022 school year. This is a result of the pandemic. The district currently has about 6,000 students learning remotely and many of the families have requested a similar option for next school year because of student or family health concerns. Additional staff and learning resources, trained and designed for virtual learning, are being developed or purchased. The district would not be moving this direction if remote learning was allowed and if COVID-19 had not happened.	\$ 1,987,068	\$ -	\$ 1,987,068	\$ -	\$ -	007.1000.51 1100.000.00 0.0991.000	Change Request: Previously approved for \$1,657,744 between SFY 2021 and 2022
233-1-025-20230613	Eligible	Direct Allocation	Instruction	Social Security Contributions	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	The Olathe Public School District is opening a virtual school for the 2021/2022 school year. This is a result of the pandemic. The district currently has about 6,000 students learning remotely and many of the families have requested a similar option for next school year because of student or family health concerns. Additional staff and learning resources, trained and designed for virtual learning, are being developed or purchased. The district would not be moving this direction if remote learning was allowed and if COVID-19 had not happened.	\$ 145,438	\$ -	\$ 145,438	\$ -	\$ -	007.1000.52 2000.000.00 0.0991.000	Change Request: Previously approved for \$126,817 between SFY 2021 and 2022
233-1-026-20230613	Eligible	Direct Allocation	Instruction	Unemployment Compensation	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	The Olathe Public School District is opening a virtual school for the 2021/2022 school year. This is a result of the pandemic. The district currently has about 6,000 students learning remotely and many of the families have requested a similar option for next school year because of student or family health concerns. Additional staff and learning resources, trained and designed for virtual learning, are being developed or purchased. The district would not be moving this direction if remote learning was allowed and if COVID-19 had not happened.	\$ 1,899	\$ -	\$ 1,899	\$ -	\$ -	007.1000.52 6000.000.00 0.0991.000	Change Request: Previously approved for \$1,824 between SFY 2021 and 2022
233-1-027-20230613	Eligible	Direct Allocation	Instruction	Health and Accident Insurance	12. Addressing learning loss among students, including vulnerable populations	Some of our most at-risk populations have been hit particularly hard by COVID-19. Having additional ELL teachers will provide support for our students who qualify to receive ELL support, but have declined services because of our service model. These staff members will also provide training and support to classroom teachers.	\$ 125,516	\$ -	\$ 62,368	\$ 63,148	\$ -	007.1000.52 1300.000.00 0.0991.000	New Line Item
233-1-028-20230613	Eligible	Direct Allocation	Instruction	Staff Travel	12. Addressing learning loss among students, including vulnerable populations	Some of our most at-risk populations have been hit particularly hard by COVID-19. Having additional ELL teachers will provide support for our students who qualify to receive ELL support, but have declined services because of our service model. These staff members will also provide training and support to classroom teachers.	\$ 6,049	\$ -	\$ 2,938	\$ 3,111	\$ -	007.1000.55 8000.000.00 0.0991.000	New Line Item
233-1-029-20230613	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Some of our most at-risk populations have been hit particularly hard by COVID-19. Having additional ELL teachers will provide support for our students who qualify to receive ELL support, but have declined services because of our service model. These staff members will also provide training and support to classroom teachers.	\$ 357	\$ -	\$ 326	\$ 31	\$ -	007.1000.56 1000.000.00 0.0991.000	New Line Item
233-1-030-20230613	Eligible	Direct Allocation	Guidance Services	Health and Accident Insurance	10. Providing mental health services and supports	As with all things, the trauma experienced by our students has increased because of COVID-19. Having additional counselors, supporting our largest elementary schools over 500 students, will provide additional supports.	\$ 32,756	\$ -	\$ 15,980	\$ 16,776	\$ -	007.2120.52 1300.000.00 0.0991.000	New Line Item

233-1-031-20230613	Eligible	Direct Allocation	Support Services - Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Stipends -- Teams of teachers lead by the district's Learning Services Department have prepared curriculum documents, pacing guides, and instructional models to support students where they are as the 2021-2022 school year has begun. Staff have worked on the implementation and training of interventions related to reading and math. Additionally, staff have responded to district-wide data and make adjustments to related curriculum areas for implementation.	\$ 12,484	\$ -	\$ 12,484	\$ -	\$ -	007.2200.51 1110.000.00 0.0991.000	New Line Item
233-1-032-20230613	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Stipends -- Teams of teachers lead by the district's Learning Services Department have prepared curriculum documents, pacing guides, and instructional models to support students where they are as the 2021-2022 school year has begun. Staff have worked on the implementation and training of interventions related to reading and math. Additionally, staff have responded to district-wide data and make adjustments to related curriculum areas for implementation.	\$ 915	\$ -	\$ 915	\$ -	\$ -	007.2200.52 2000.000.00 0.0991.000	New Line Item
233-1-033-20230613	Eligible	Direct Allocation	Support Services - Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Stipends -- Teams of teachers lead by the district's Learning Services Department have prepared curriculum documents, pacing guides, and instructional models to support students where they are as the 2021-2022 school year has begun. Staff have worked on the implementation and training of interventions related to reading and math. Additionally, staff have responded to district-wide data and make adjustments to related curriculum areas for implementation.	\$ 12	\$ -	\$ 12	\$ -	\$ -	007.2200.52 6000.000.00 0.0991.000	New Line Item

Kansas CommonApp (2020)

4146-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



AVVIPpEn

USD 289 Wellsville ESSER II Plan_5/11/23_Change

Applicant details

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

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

Select an Applicant Type	Unified School District
Applicant / Entity Name	WELLSVILLE UNIFIED SCHOOL DISTRICT 289
Applicant / Mailing Address	602 Walnut Street Wellsville, KS 66092
Applicant / First and Last Name of Owner, CEO, or Executive Director	Ryan Bradbury
Applicant / Email Address of Owner, CEO, or Executive Director	rbradbury@usd289.org
Applicant / Phone Number	7858832388

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

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

Application details

Full District Name	Wellsville School District
District Number	289

Mailing Address | Street Address 602 Walnut Street Wellsville

Mailing | City Wellsville

Mailing Address | Zip Code 66092

Authorized Representative of the District | Name Ryan Bradbury

Authorized Representative of the District | Position or Title Superintendent

Authorized Representative of the District | Email Address rbradbury@usd289.org

Authorized Representative of the District | Phone Number +17858832388

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.

During the 2020-2021 school year, USD #289 was in-person and onsite for most of the year. We offered a Parent Choice Remote Learning option and less than 10% of our students' families choose this option. Overall our data showed a negative impact on student learning for most of our students with significant impact on our primary grades. Our data also showed an impact on the mental health of our students and students' families. Additionally, the impacts of learning loss and mental health were more significant among our at-risk student population. Our student population preK-12 for the 20-21 school year was 781 students with approximately 139 being at-risk.

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 plans to use the ESSER II allocation in the following ways:

- To support students who have experienced learning loss or need additional learning supports due to COVID-19.
- Contracting for a Literacy Specialist to work with students and staff.
- Hiring an MTSS Elementary Math Teacher
- Purchase of Fastbridge Screener
- To purchase educational technology to support student learning during COVID-19 (Go Guardian)
- Providing summer school offerings for K-5 students. All grade levels were surveyed regarding interest and 6-12 only had one student interested. We will survey parent/student interest each summer.
- Purchasing a K-12 Social/Emotional Curriculum to support students' social/emotional needs and development.
- Hiring a health aide to assist with COVID-19 testing, notification, and support of students.
- Professional Development for staff to focus and address individual student learning needs -- Professional Learning Communities.

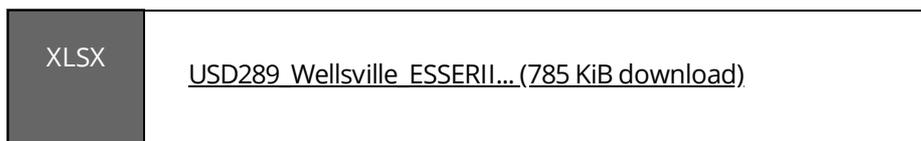
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will use Fastbridge for both academic and social-emotional data to more frequently measure, monitor, and intervene as needed. Additionally, Fastbridge will help us to continually evaluate the positive impact of an SEL curriculum adoption. We will also use the Kansas Assessment Program for summative academic data to measure the impact of our student learning interventions between years.

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 Ryan Bradbury

Date 10/06/2021

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

USD	District Name	Data as of
289	Wellsville	5/18/2023

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
289-1-001-20230613	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	Change: Previously approved for \$90,000 - reduce to \$73,871. The COVID-19 pandemic exposed the need for us to have access to and support from a Literacy Specialist to work with students and staff. This position/person will assist staff in teaching literacy by reviewing data, modeling instructional strategies, and supporting students. This will help us identify and respond to any learning loss in the area of reading and literacy, both past and present, working to ensure all students achieve proficiency in literacy.	\$ 73,871	\$ -	\$ 34,871	\$ 39,000	\$ -	7	Change Request: Previously approved for \$90,000 total
289-1-002-20230613	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	12. Addressing learning loss among students, including vulnerable populations	Change: Previously approved for \$65,365 - reduce to \$56,000. The COVID-19 pandemic taught us that we need to provide support to students who need additional help in mathematics. This position will help address learning loss in the area of mathematics, both past and present, working to ensure all students achieve proficiency.	\$ 56,000	\$ -	\$ 56,000	\$ -	\$ -	7	Change Request: Previously approved for \$65,365 total
289-1-003-20230613	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11A. Planning and implementing summer learning or enrichment programs	The COVID-19 pandemic illuminated the need for us to offer summer learning opportunities. Students in grades K-5 had the opportunity to attend a two week summer school during the summer of 2021. These funds will cover staff salaries and instructional materials. The additional summer opportunity supported all students including those who experienced learning loss and needed additional supports.	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	7	Approved at the August 2022 State Board
289-1-004-20230613	Eligible	Direct Allocation	Support Services	Purchased Professional & Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change: Previously approved for \$5165 - increase to \$9960. The COVID-19 pandemic helped us understand that we need to be ready at all times to safely and effectively facilitate learning through technology. Go Guardian is a technology program that provides teachers effective and efficient way to manage and operate technology in a 1:1 environment and support student learning.	\$ 15,125	\$ -	\$ 5,165	\$ 9,960	\$ -	7	Change Request: Previously approved for \$5,165 2022
289-1-005-20230613	Eligible	Direct Allocation	Support Services	Purchased Property Services	10. Providing mental health services and supports	The COVID-19 pandemic caused learning loss in the area of social and emotional learning. The purchase of the Leader in Me social and emotional curriculum will support both teachers and students identifying and responding to social and emotional needs.	\$ 19,588	\$ -	\$ 19,588	\$ -	\$ -	7	Approved at the August 2022 State Board
289-1-006-20230613	Eligible	Direct Allocation	Support Services	Purchased Property Services	12. Addressing learning loss among students, including vulnerable populations	The COVID-19 pandemic caused academic learning loss for our students. To identify the depth and breadth of this learning loss, we will use FastBridge. This will assist teachers in screening for ongoing needs and supports in math, reading, and literacy.	\$ 5,625	\$ -	\$ 5,625	\$ -	\$ -	7	Approved at the August 2022 State Board

289-1-007-20230613	Eligible	Direct Allocation	Support Services	Personal Services - Salaries	2. Coordination of COVID-19 preparedness and response efforts	The COVID-19 pandemic exposed our need for additional health office personnel support. The Nurse's Aide position is necessary for us to be able to support students' medical needs, manage quarantine information, and will support the needs of staff health throughout the pandemic and beyond.. The funds would be used for the salary of this position.	\$ 20,000	\$ -	\$ 20,000	\$ -	\$ -	7	Approved at the August 2022 State Board
289-1-008-20230613	Eligible	Direct Allocation	Support Services	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	The COVID-19 pandemic taught us that we need additional time and a framework for teachers to intentionally collaborate and address or solve complex student learning and behavioral challenges. To address this we will move forward with professional learning community (PLC) professional development and implementation. This will support teachers and administrators in implementing PLCs, allowing teachers time to have targeted conversations related to student learning and ways to respond and support students who have experienced learning loss.	\$ 6,500	\$ -	\$ 6,500	\$ -	\$ -	7	Approved at the August 2022 State Board
289-1-009-20230613	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	3. Providing principals and other school leaders with resources to address individual school needs	New Request: School Improvement Services (SIS) consortium with Greenbush that assists/supports our district in providing instruction, assessment, and Professional Development. This also addresses learning loss as allows us consistent and continued support from Greenbush, and assists our staff in teaching literacy, reviewing data, modeling instructional strategies, and in supporting students. Greenbush Annual Renewal, Literacy Assessment.	\$ 10,494	\$ -	\$ 10,494	\$ -	\$ -	7	New Line Item
289-1-010-20230613	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	New Request: Providing support and access to students who have experienced learning loss or need additional learning supports due to COVID-19. Allows an unlimited number of our students to build fluency and comprehension, and includes a comprehensive Administration system. Reading Horizons Elevate, Structured Literacy and assessment tools.	\$ 5,040	\$ -	\$ 5,040	\$ -	\$ -	7	New Line Item

Kansas CommonApp (2020)

4184-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



QkmlyJaA

340_JeffersonWest_ESSER II_Change (copy)

Applicant details

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

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

Select an Applicant Type Unified School District

Applicant / Entity Name USD 340 Jefferson West

Applicant / Mailing Address

PO Box 267
Meriden, KS 66512

Applicant / First and Last Name of Owner, CEO, or Executive Director Pat Happer

Applicant / Email Address of Owner, CEO, or Executive Director pat.happer@usd340.org

Applicant / Phone Number 7854843444

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) 48-0726309

Application details

Full District Name Jefferson West

District Number	340
Mailing Address Street Address	3675 74th Street, PO Box 267
Mailing City	Meriden
Mailing Address Zip Code	665120267
Authorized Representative of the District Name	Jason Crawford
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	jason.crawford@usd340.org
Authorized Representative of the District Phone Number	+17854843444
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	marcia.ricklefs@usd340.org

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

Due to covid-19 the past 18 months, 25% of our students experienced learning loss, social-emotional challenges, and an inability to remain focused on their learning. Apathy was an issue for several as the learning at home in the spring of 2020 was new and challenging for students. During the 2020-2021 school year, about 20 percent of students who choose the remote learning option struggled to stay engaged in their learning. Some of the remote learning students with an IEP made it more challenging to provide the services necessary to learn and grow. We also had several students who participated in the inperson learning struggled to remain focused on their education. We made ongoing attempts to engage the students and their parents, sometimes with some success and not so much. Many students struggled and continue to with their socialemotional state of mind during this time for various reasons related to the covid virus. We initiated targeted after-school tutoring for students struggling academically at the high school and provided summer school experiences for nearly 100 students K-12 in 2021. Approximately 35 to 40% of our students received academic and/or social-emotional assistance last year, which will continue this year. Our teachers were all were asked to teach both in-person and remote learning students simultaneously. These additional duties placed a strain on everyone all year, and it appears that it will happen again 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 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.

Covid-19 continues to present challenges as this year begins. We will continue to implement many of the procedures and interventions initiated this past year. Not having a school social worker was a challenge our students had to endure last year as several struggled due to the limited support we could provide. We are hiring a social worker who will be part of our district's mental health team that provides services to our students. All the teachers and staff who worked for us last year and returned for this year encountered additional strain on their daily routine. They had to address procedures related to covid that they didn't in previous years such as, zooming their lessons simultaneously while teaching in-person students,

4 of 7 wearing a mask, cleaning desks after every class, instituting additional safeguards for students and staff, and so on. Our Board will recognize all those staff members, certified and classified, that returned this year with a retention incentive. It is a token of thanks for their commitment to our students and our district. We instituted and will continue additional after-school tutoring services for struggling students, along with those wanting extra support. Enhanced summer school programs were provided this year and again next year. Supplemental support programs in teaching students are being initiated to address learning loss and offer additional opportunities for students to retake or complete courses. Our Board would also like to provide a recruitment incentive to those staff members filling our open positions, as we lost about 19 employees due to the covid pandemic. Our focus is to improve services and programs for students, reduce the burdens on our staff, and recognize the efforts our staff members made for us to have a successful year and give us their best effort another year.

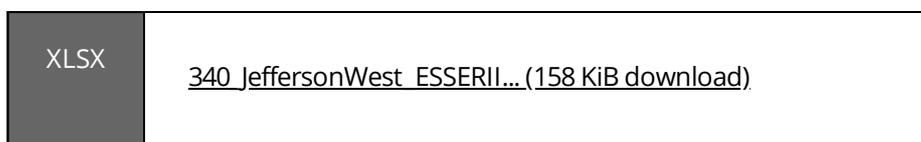
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

Jefferson West will track the number of students who receive our social worker's services and our new programs, along with the improvements made in their grades and their well-being. We will use surveys to assist in determining the effectiveness of student's mental and social growth. Tracking student grades will assist in assessing the impact of programs initiated. Surveys will provide the opportunity to gauge parent opinions of how well we are meeting students' needs. Staff will participate in surveys to gauge their views of the programs initiated, their relationships with students, and their stress level with what comes our way this year.

Notes on ESSER II application Excel template:

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

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(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.
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(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]

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

Certification

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

Electronic Signature

Jason Crawford

Date

05/24/2023

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

USD	District Name	Data as of
340	Jefferson West	5-31-23

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
340-1-001-20230613	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	The district provided three weeks of summer school sessions for students in the elementary school needing additional time and instruction to complete specific learning expectations in reading and math through cross curricular activities. Six teachers provided worked with 38 students in the summer school session program. Teachers spent time in advance of the summer sessions planning the summer program experiences for the students.	\$ 19,484	\$ 10,140	\$ 9,344	\$ -	0	0	Change Request: Previously approved for \$28,140 between SFY 21, 22, 23. Per narrative, We initiated targeted after-school tutoring for students struggling academically at the high school and provided summer school experiences for nearly 100 students K-12 in 2021. Enhanced summer school programs were provided this year and again next year. Supplemental support programs in teaching students are being initiated to address learning loss and offer additional opportunities for students to retake or complete courses. Covid-19 continues to present challenges as this year begins. We will continue to implement many of the procedures and interventions initiated this past year.
340-1-002-20230613	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Two teachers provided summer school services for 28 students in grades 5-8 needing additional time and instruction to complete specific learning expectations in the core curriculums; reading, math, science and social studies. A couple of students completed classes for promotion to the next grade. The rest of the expense for the summer 2021 session was provided with ESSER I funds. Plans for the summers of 2022 and 2023 may include additional teachers.	\$ 5,516	\$ 845	\$ 4,672	\$ -	0	0	Change Request: Previously approved for \$9,795 between SFY 21, 22, 23. Per narrative, We initiated targeted after-school tutoring for students struggling academically at the high school and provided summer school experiences for nearly 100 students K-12 in 2021. Enhanced summer school programs were provided this year and again next year. Supplemental support programs in teaching students are being initiated to address learning loss and offer additional opportunities for students to retake or complete courses. Covid-19 continues to present challenges as this year begins. We will continue to implement many of the procedures and interventions initiated this past year.

340-1-003-20230613	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Three to five Teachers will provide summer school sessions for students in grades 9-12 needing additional time and instruction to complete specific learning expectations in the core curriculums; reading, math, science and social studies, to complete courses, or classes they are behind in for credit to stay on course for graduation.	\$ 6,742	\$ -	\$ 4,672	\$ 2,070	0	0	Change Request: Previously approved for \$9,500 between SFY 21, 22, 23. Per narrative, We initiated targeted after-school tutoring for students struggling academically at the high school and provided summer school experiences for nearly 100 students K-12 in 2021. Enhanced summer school programs were provided this year and again next year. Supplemental support programs in teaching students are being initiated to address learning loss and offer additional opportunities for students to retake or complete courses. Covid-19 continues to present challenges as this year begins. We will continue to implement many of the procedures and interventions initiated this past year.
340-1-004-20230613	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	The district will hire instructional aides to help provided summer school learning services and to assist with interventions that will help students be successful during the summer learning sessions as explained above.	\$ 2,321	\$ -	\$ 2,321	\$ -	0	0	Change Request: Previously approved for \$5,000 between SFY 22, 23
340-1-005-20230613	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	The district is hiring a school social worker to help address the mental health and social needs of students negatively impacted by the covid virus. Student anxiety, poor attendance, apathy, and limited parent support are some of the areas that will be addressed by the school social worker. The social worker will be a liason and help the school build relationships with students and families to create a plan for students to address their social and emotional needs so they can be academically successful.	\$ 61,866	\$ -	\$ 54,866	\$ 7,000	0	0	Change Request: Previously approved for \$55,000 SFY 22
340-1-006-20230613	Eligible	Direct Allocation	Support Services (Students)	Group Insurance	10. Providing mental health services and supports	The district is hiring a school social worker to help address the mental health and social needs of students negatively impacted by the covid virus as described above. This will cover the cost of Group Health Insurance.	\$ 16,988	\$ -	\$ 16,988	\$ -	0	0	Change Request: Previously approved for \$20,000 SFY 22
340-1-007-20230613	Eligible	Direct Allocation	Support Services (Students)	Other Employee Benefits	10. Providing mental health services and supports	The district is hiring a school social worker to help address the mental health and social needs of students negatively impacted by the covid virus as described above. This will cover the cost of other benefits.	\$ 5,220	\$ -	\$ 4,692	\$ 528	0	0	Change Request: Previously approved for \$1,800 SFY 22
340-1-008-20230613	Eligible	Direct Allocation	Instruction	Supplies & Materials	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	PPE and Related supplies for students and staff	\$ 3,349	\$ -	\$ 3,349	\$ -	0	0	Change Request: Previously approved for \$12,123 between SFY 22 and 23. Per narrative, All the teachers and staff who worked for us last year and returned for this year encountered additional strain on their daily routine. They had to address procedures related to covid that they didn't in previous years such as, zooming their lessons simultaneously while teaching in-person students, wearing a mask, cleaning desks after every class, instituting additional safeguards for students and staff, and so on.

340-1-009-20230613	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	The district will provide additional after-school tutoring programs for students that need additional academic support throughout the year. The sessions will be 2 to 4 evenings a week for about 60 minutes, beginning in September and ending in May. Depending on the number of students involved approximately three to five teachers will be involved during each one hour session.	\$ 13,359	\$ -	\$ 4,617	\$ 8,742	0	0	Change Request: Previously approved for \$22,000 between SFY 22 and 23. Per narrative, We instituted and will continue additional after-school tutoring services for struggling students, along with those wanting extra support. Enhanced summer school programs were provided this year and again next year. Supplemental support programs in teaching students are being initiated to address learning loss and offer additional opportunities for students to retake or complete courses.
340-1-010-20230613	Eligible	Direct Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	Provide social security contributions for the additional after-school tutoring programs as described above.	\$ 889	\$ -	\$ 277	\$ 612	0	0	Change Request: Previously approved for \$1,100 between SFY 22 and 23.
340-1-011-20230613	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	The district will purchase additional materials and supplies to supplement Tier 2 and Tier 3 strategies to support math and reading instruction and to support behavior intervention supports appropriate to the grade levels in each of the three district attendance centers.	\$ 62,926	\$ -	\$ 15,835	\$ 47,090	0	0	Change Request: Previously approved for \$29,200 between SFY 22 and 23. Per narrative, Due to covid-19 the past 18 months, 25% of our students experienced learning loss, social-emotional challenges, and an inability to remain focused on their learning. Apathy was an issue for several as the learning at home in the spring of 2020 was new and challenging for students. Approximately 35 to 40% of our students received academic and/or social-emotional assistance last year, which will continue this year.
340-1-012-20230613	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Following a difficult year due to the covid virus the district lost the services of several certified staff members. The district's board of education would like to acknowledge 50 certified teachers that have returned for another year with a Premium Pay Retention Incentive in the net amount of \$500 per person for their continued dedication to the students in our district. Anticipated payment to occur in August.	\$ 68,622	\$ -	\$ 30,122	\$ 38,500	0	0	Change Request: Previously approved for \$40,050 between SFY 22 and 23.
340-1-013-20230613	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security, Unemployment, & payroll taxes contribution part of the Premium Pay Retention Incentive for all certified staff members for the purpose as described above.	\$ 4,494	\$ -	\$ 2,243	\$ 2,251	0	0	Change Request: Previously approved for \$6,200 SFY 22
340-1-014-20230613	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	As part of the Premium Pay Retention Incentive for four certified administrators following a difficult year due to the covid virus where the district lost the services of several certified and classified staff members. The district's board of education would like to acknowledge the certified administrative staff members that have returned for another year with a Premium Pay Retention Incentive in a net amount of \$500 per person for their continued dedication to the students in our district. Anticipated payment to be made in August.	\$ 2,320	\$ -	\$ 2,320	\$ -	0	0	Change Request: Previously approved for \$3,255 between SFY 22 and 23.
340-1-015-20230613	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security, Unemployment, & payroll taxes contribution part of the Premium Pay Retention Incentive for all administrative certified staff members for the purpose as described above.	\$ 225	\$ -	\$ 225	\$ -	0	0	Change Request: Previously approved for \$496 SFY 22

340-1-016-20230613	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	Following a difficult year due to the covid virus the district lost the services of several classified staff members. The district's board of education would like to acknowledge the 51 non-certified Instruction, Food Service, Transportation, Maintenance, Custodial, Clerical, administration staff members that have returned for another year with a Premium Pay Retention Incentive in the net amount of \$500 per person for their continued dedication to the students in our district. Anticipated payment to be made in	\$ 7,502	\$ -	\$ 7,502	\$ -	0	0	Change Request: Previously approved for \$40,551 between SFY 22 and 23.
340-1-017-20230613	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	Social Security, Unemployment, & payroll taxes contribution part of the Premium Pay Retention Incentive for all classified; Instruction, Food Service, Transportation, Maintenance, Custodial, Clerical, Administration staff members for the purpose as described above.	\$ 581	\$ -	\$ 581	\$ -	0	0	Change Request: Previously approved for \$6,324 SFY 22
340-1-018-20230613	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	The district lost the services of six certified staff members. The district's board of education would like to acknowledge the six newly hired certified staff members that signed on to work with the students at USD 340 with a Premium Pay Recruitment Incentive in a net amount of \$500 per person to be paid in September.	\$ 2,320	\$ -	\$ 2,320	\$ -	0	0	Change Request: Previously approved for \$3,006 SFY 22
340-1-019-20230613	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security, unemployment, & payroll taxes contribution part of the Premium Pay Recruitment Incentive for all newly hired certified staff members for the purpose as described above.	\$ 162	\$ -	\$ 162	\$ -	0	0	Change Request: Previously approved for \$744 SFY 22
340-1-020-20230613	Eligible	Direct Allocation	Support Services - Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	The district lost the services of several classified staff members. The district's board of education would like to acknowledge the nine newly hired classified staff members that signed on to work with the students at USD 340 with a Premium Pay Recruitment Incentive in a net amount of \$500 per person. Anticipated payments will be made with 50% in October and the remaining 50% in January.	\$ 1,160	\$ -	\$ 1,160	\$ -	0	0	Change Request: Previously approved for \$4,510 SFY 22
340-1-021-20230613	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security, unemployment, & payroll taxes contribution part of the Premium Pay Recruitment Incentive for all newly hired classified staff members for the purpose as described above.	\$ 180	\$ -	\$ 180	\$ -	0	0	Change Request: Previously approved for \$1,116 SFY 22
340-1-022-20230613	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	The district lost the services of a certified administrator. The district's board of education would like to acknowledge the newly hired administrator that signed on to work with the students at USD 340 with a Premium Pay Recruitment Incentive in a net amount of \$500 to be paid in September.	\$ 1,740	\$ -	\$ 1,740	\$ -	0	0	Change Request: Previously approved for \$501 SFY 22
340-1-023-20230613	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security, unemployment, & payroll taxes contribution part of the Premium Pay Recruitment Incentive for the newly hired administrator for the purpose as described above.	\$ 225	\$ -	\$ 225	\$ -	0	0	Change Request: Previously approved for \$126 SFY 22

340-1-024-20230613	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	The district lost the services of several classified staff members. The district's board of education would like to acknowledge the nine newly hired classified staff members that signed on to work with the students at USD 340 with a Premium Pay Recruitment Incentive in a net amount of \$500 per person. Anticipated payments will be made with 50% in October and the remaining 50% in January.	\$ 1,160	\$ -	\$ 1,160	\$ -	0	0	New Line Item
340-1-025-20230613	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	The district lost the services of several classified staff members. The district's board of education would like to acknowledge the nine newly hired classified staff members that signed on to work with the students at USD 340 with a Premium Pay Recruitment Incentive in a net amount of \$500 per person. Anticipated payments will be made with 50% in October and the remaining 50% in January.	\$ 6,846	\$ -	\$ 6,846	\$ -	0	0	New Line Item
340-1-026-20230613	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security, unemployment, & payroll taxes contribution part of the Premium Pay Recruitment Incentive for the newly hired administrator for the purpose as described above.	\$ 530	\$ -	\$ 530	\$ -	0	0	New Line Item
340-1-027-20230613	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	The district lost the services of several classified staff members. The district's board of education would like to acknowledge the nine newly hired classified staff members that signed on to work with the students at USD 340 with a Premium Pay Recruitment Incentive in a net amount of \$500 per person. Anticipated payments will be made with 50% in October and the remaining 50% in January.	\$ 6,884	\$ -	\$ 6,884	\$ -	0	0	New Line Item
340-1-028-20230613	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security, unemployment, & payroll taxes contribution part of the Premium Pay Recruitment Incentive for the newly hired administrator for the purpose as described above.	\$ 533	\$ -	\$ 533	\$ -	0	0	New Line Item
340-1-029-20230613	Eligible	Direct Allocation	Support Services - Instruction	Services Purchased from Another LEA or Educational Service Agency Outside the State	3. Providing principals and other school leaders with resources to address individual school needs	Boost Conference Registration	\$ 3,005	\$ -	\$ 3,005	\$ -	0	0	New Line Item
340-1-030-20230613	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security, unemployment, & payroll taxes contribution part of the Premium Pay Recruitment Incentive for the newly hired administrator for the purpose as described above.	\$ 90	\$ -	\$ 90	\$ -	0	0	New Line Item

Kansas CommonApp (2020)

4131-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



zeNYyVXx

385_Andover_ESSER II Plan Change_050923

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 Andover USD385

Applicant / Mailing Address

1432 N Andover Road
Andover, KS 67002

Applicant / First and Last Name of Owner, CEO, or Executive Director Sherame Kneisel

Applicant / Email Address of Owner, CEO, or Executive Director kneisels@usd385.org

Applicant / Phone Number 316-218-4660

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

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

Application details

Full District Name Andover

District Number 385

Mailing Address | Street Address 1432 N. Andover Rd

Mailing | City Andover

Mailing Address | Zip Code 67002

Authorized Representative of the District | Name Sherame Kneisel

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

Authorized Representative of the District | Email Address kneisels@usd385.org

Authorized Representative of the District | Phone Number +13162184662

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

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

COVID impacted our students in Pre-K through 12 through time lost in classrooms. This created gaps in learning and emotional stress due to loss of contact with teachers and classmates. In order to address the learning impact, the district has implemented a summer learning program. Over 300 students participated in grades K-8 based on academic assessments, classroom teacher recommendations and other at-risk identifiers. Continued support is anticipated to be needed and expanded as district data continues to be monitored and addressed. The district has also experienced increased cost for absences due to illness and isolation related to COVID. Additional permanent substitutes have been hired to mitigate teacher absence in the classroom and provide continuity of instruction for all 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.

USD 385 Andover plans to utilize our ESSER funds to address learning loss using a variety of evidence-based strategies. Offering a robust summer learning program in 2021, 2022 & 2023 for elementary and middle school students to remediate skills that were missed due to the pandemic. The summer learning was structured with reduced teacher-student ratios. Instruction was built on evidence-based curriculum in math and language arts aligned to standards and delivered through interactive and engaging lessons. Adding nurse support to ensure that there is adequate coverage to provide nursing services as we respond to the increased physical and emotional needs of students as a result of the pandemic. Hiring permanent substitutes to provide continuity of instruction and academic rigor for students. These substitutes are experienced staff members who are familiar with our district processes and expectations. They have developed high-quality relationships with students, colleagues, and families, which results in a high-quality educational experience for students.

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

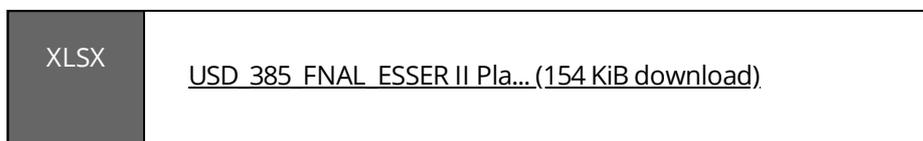
The district will continue to utilize evidence based assessments for academic analysis as well as school based observation for social and emotional needs. This will be reviewed for determining both progress and additional student needs. Continuity with learning will be evaluated based on coverage for absences through our permanent substitutes. Additional nursing support will

provide coverage for additional COVID responsibilities and allow the continuation of regular school needs for addressing student medical needs.

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.

USD	District Name	Data as of
385	Andover	5/18/2023

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
385-1-001-20230613	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer school certified teacher salaries for summer school program offered to district students needing additional education services for learning loss connected to COVID19. CHANGE REQUEST	\$ 120,327	\$ 24,327	\$ 96,000	\$ -	\$ -	81-1000-110-00-00	Change Request: Previously approved for \$216,327 total
385-1-002-20230613	Eligible	Direct Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	12. Addressing learning loss among students, including vulnerable populations	Summer school substitutes to cover classes for teachers and/or aides absent during our summer learning loss program. CHANGE REQUEST	\$ 3,375	\$ 375	\$ 1,500	\$ 1,500	\$ -	81-1000-112-00-01	Approved at the December 2021 State Board
385-1-003-20230613	Eligible	Direct Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	5. Procedures and systems to improve LEA preparedness and response efforts	Permanent substitute teachers on staff to cover classes for teachers absent due to COVID19 exposure. This will also ensure proper staffing levels throughout the district if COVID19 cases begin to increase and we are unable to secure regular substitutes teachers. CHANGE REQUEST	\$ 605,805	\$ -	\$ 509,805	\$ 96,000	\$ -	81-1000-112-00-02	Change Request: Previously approved for \$509,805 total
385-1-004-20230613	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer school instructional aide salaries for summer school program offered to district students needing additional education services for learning loss connected to COVID19. CHANGE REQUEST	\$ 58,172	\$ 5,828	\$ 26,172	\$ 26,172	\$ -	81-1000-120-00-00	Approved at the December 2021 State Board
385-1-005-20230613	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Summer school payroll tax expense for teaching staff contracted for summer school learning to address learning loss due to COVID19 pandemic. CHANGE REQUEST	\$ 17,911	\$ 2,332	\$ 7,790	\$ 7,790	\$ -	81-1000-220-00-00	Approved at the December 2021 State Board
385-1-006-20230613	Eligible	Direct Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Summer school payroll tax expense for teaching staff contracted for Summer school learning to address learning loss due to COVID pandemic. CHANGE REQUEST	\$ 10,029	\$ 29	\$ 5,000	\$ 5,000	\$ -	81-1000-290-00-00	Approved at the December 2021 State Board
385-1-007-20230613	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	Summer school teaching materials and supplies for students attending summer school for additional educational services to address learning loss due to COVID pandemic CHANGE REQUEST	\$ 57,302	\$ 7,302	\$ 25,000	\$ 25,000	\$ -	81-1000-600-00-00	Approved at the December 2021 State Board
385-1-008-20230613	Eligible	Direct Allocation	Nursing Services	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Nursing salaries to provide adequate staffing levels throughout the district providing buildings with the resources needed related to COVID19 cases and exposure.	\$ 95,000	\$ -	\$ 95,000	\$ -	\$ -	81-2134-110-00-00	Approved at the December 2021 State Board

385-1-009-20230613	Eligible	Direct Allocation	Nursing Services	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Nursing aide salaries to provide adequate staffing levels throughout the district providing buildings with the resources needed related to COVID19 cases and exposure.	\$ 141	\$ 141	\$ -	\$ -	\$ -	81-2134-120-00-00	Approved at the December 2021 State Board
385-1-010-20230613	Eligible	Direct Allocation	Nursing Services	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	Nurse/Health Aide payroll tax expense for additional nurse/health aides for summer school and FY2021-2022 providing adequate resources for COVID19 cases and exposure.	\$ 111	\$ 11	\$ 100	\$ -	\$ -	81-2134-220-00-00	Approved at the December 2021 State Board
385-1-011-20230613	Eligible	Direct Allocation	Nursing Services	Other Employee Benefits	2. Coordination of COVID-19 preparedness and response efforts	Nurse/Health Aide payroll tax expense for additional nurse/health aides for summer school and FY2021-2022 providing adequate resources for COVID19 cases and exposure.	\$ 55	\$ 0	\$ 55	\$ -	\$ -	81-2134-290-00-00	Approved at the December 2021 State Board
385-1-012-20230613	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer school certified administration salaries for summer school program offered to district students needing additional education services for learning loss connected to COVID19. CHANGE REQUEST	\$ 7,200	\$ 2,400	\$ 2,400	\$ 2,400	\$ -	81-2400-110-00-00	Approved at the December 2021 State Board
385-1-013-20230613	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer school office administrative assistant salaries for summer school program offered to district students needing additional education services for learning loss connected to COVID19. CHANGE REQUEST	\$ 2,000	\$ -	\$ 1,000	\$ 1,000	\$ -	81-2400-120-00-00	Approved at the December 2021 State Board
385-1-014-20230613	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Summer school payroll tax administrative services for summer school program offered to district students needing additional education services for learning loss connected to COVID19. CHANGE REQUEST	\$ 675	\$ 175	\$ 250	\$ 250	\$ -	81-2400-220-00-00	Approved at the December 2021 State Board
385-1-015-20230613	Eligible	Direct Allocation	Support Services - School Administration	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Summer school payroll tax administrative services for summer school program offered to district students needing additional education services for learning loss connected to COVID19. CHANGE REQUEST	\$ 242	\$ 2	\$ 120	\$ 120	\$ -	81-2400-290-00-00	Approved at the December 2021 State Board
385-1-016-20230613	Eligible	Direct Allocation	Monitoring Services	Student Transportation Services by Outside Agency or Company	12. Addressing learning loss among students, including vulnerable populations	Provide transportation to summer school students needing additional education services for learning loss connected to COVID19 CHANGE REQUEST	\$ 99,523	\$ 29,523	\$ 35,000	\$ 35,000	\$ -	81-2700-513-10-00	Approved at the December 2021 State Board
385-1-017-20230613	Eligible	Direct Allocation	Food Services Operations	Food and Milk	12. Addressing learning loss among students, including vulnerable populations	Snacks for summer school students during daily program time (not reimbursable under food service program) provided during additional education services for learning loss connected to COVID19. CHANGE REQUEST	\$ 13,198	\$ 4,198	\$ 4,500	\$ 4,500	\$ -	81-3100-630-31-01	Approved at the December 2021 State Board

385-1-018-20230613	Eligible	Direct Allocation	Instruction	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase of technology tools (zoom licenses and SWIVLs) for continuity of learning. Tools will be implemented with students who may be in temporary quarantine/isolation due to COVID-19 in order to miditgate learning loss. CHANGE REQUEST	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ -	81-1000-650-00-00	Approved at the December 2021 State Board
385-2-001-20230613	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer school certified teacher salaries for summer school program offered to district students needing additional education services for learning loss connected to COVID19.	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ -	81-1000-110-00-00	Change Request: Previously approved for \$105,000 SFY 2022
385-2-002-20230613	Eligible	True Up Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	12. Addressing learning loss among students, including vulnerable populations	Summer School substitutes to cover classes for teachers and/or aides absent during our summer learning loss program.	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	81-1000-112-00-01	Approved at the December 2021 State Board
385-2-003-20230613	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	5. Procedures and systems to improve LEA preparedness and response efforts	Permanent substitute teachers on staff to cover classes for teachers absent due to COVID19 exposure. This will also ensure proper staffing levels throughout the district if COVID19 cases begin to increase and we are unable to secure regular substitutes teachers.	\$ 242,872	\$ -	\$ 140,872	\$ 102,000	\$ -	81-1000-110-00-02	Change Request: Previously approved for \$140,872 SFY 2022
385-2-004-20230613	Eligible	True Up Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer school instructional aide salaries for summer school program offered to district students needing additional education services for learning loss connected to COVID19.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	81-1000-120-00-00	Change Request: Previously approved for \$32,000 SFY 2022
385-2-005-20230613	Eligible	True Up Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Summer school payroll tax expense for teaching staff contracted for summer school learning to address learning loss due to COVID19 pandemic.	\$ 9,000	\$ -	\$ 9,000	\$ -	\$ -	81-1000-220-00-00	Approved at the December 2021 State Board
385-2-006-20230613	Eligible	True Up Allocation	Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Summer school payroll tax expense for teaching staff contracted for summer school learning to address learning loss due to COVID19 pandemic.	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	81-1000-290-00-00	Approved at the December 2021 State Board
385-2-007-20230613	Eligible	True Up Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	Summer school teaching materials and supplies for students attending summer school for additional educational services to address learning loss due to COVID pandemic	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	81-1000-600-00-00	Change Request: Previously approved for \$25,000 SFY 2022
385-2-008-20230613	Eligible	True Up Allocation	Nursing Services	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Nursing salaries to provide adequate staffing levels throughout the district providing buildings with the resources needed related to COVID19 cases and exposure.	\$ 1,620	\$ -	\$ 1,620	\$ -	\$ -	81-2134-110-00-00	Approved at the December 2021 State Board
385-2-009-20230613	Eligible	True Up Allocation	Nursing Services	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	Nurse/Health Aide payroll tax expense for additional nurse/health aides for summer school and FY2021-2022 providing adequate resources for COVID19 cases and exposure.	\$ 100	\$ -	\$ 100	\$ -	\$ -	81-2134-220-00-00	Approved at the December 2021 State Board

385-2-010-20230613	Eligible	True Up Allocation	Nursing Services	Other Employee Benefits	2. Coordination of COVID-19 preparedness and response efforts	Nurse/Health Aide payroll tax expense for additional nurse/health aides for summer school and FY2021-2022 providing adequate resources for COVID19 cases and exposure.	\$ 55	\$ -	\$ 55	\$ -	\$ -	81-2134-290-00-00	Approved at the December 2021 State Board
385-2-011-20230613	Eligible	True Up Allocation	Support Services - School Administration	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer school certified administration salaries for summer school program offered to district students needing additional education services for learning loss connected to COVID19.	\$ 2,400	\$ -	\$ 2,400	\$ -	\$ -	81-2400-110-00-00	Approved at the December 2021 State Board
385-2-012-20230613	Eligible	True Up Allocation	Support Services - School Administration	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Summer school office administrative assistant salaries for summer school program offered to district students needing additional education services for learning loss connected to COVID19.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	81-2400-120-00-00	Approved at the December 2021 State Board
385-2-013-20230613	Eligible	True Up Allocation	Support Services - School Administration	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Summer school payroll tax administrative services for summer school program offered to district students needing additional education services for learning loss connected to COVID19.	\$ 250	\$ -	\$ 250	\$ -	\$ -	81-2400-220-00-00	Approved at the December 2021 State Board
385-2-014-20230613	Eligible	True Up Allocation	Support Services - School Administration	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Summer school payroll tax administrative services for summer school program offered to district students needing additional education services for learning loss connected to COVID19.	\$ 120	\$ -	\$ 120	\$ -	\$ -	81-2400-290-00-00	Approved at the December 2021 State Board
385-2-015-20230613	Eligible	True Up Allocation	Student Transportation	Student Transportation Services by Outside Agency or Company	12. Addressing learning loss among students, including vulnerable populations	Provide transportation to summer school students needing additional education services for learning loss connected to COVID19	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ -	81-2700-513-10-00	Approved at the December 2021 State Board
385-2-016-20230613	Eligible	True Up Allocation	Food Services Operations	Food and Milk	12. Addressing learning loss among students, including vulnerable populations	Snacks for summer school students during daily program time (not reimburseable under food service program) provided during additional education services for learning loss connected to COVID19.	\$ 4,860	\$ -	\$ 4,860	\$ -	\$ -	81-3100-630-31-01	Approved at the December 2021 State Board

Kansas CommonApp (2020)

3135-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



EZPPORLd

490_ElDorado_ESSERII_Change

Applicant details

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

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

Select an Applicant Type Unified School District

Applicant / Entity Name USD #490 El Dorado

Applicant / Mailing Address

124 W Central
El Dorado, KS 67042

Applicant / First and Last Name of Owner, CEO, or Executive Director Miles Harvey

Applicant / Email Address of Owner, CEO, or Executive Director mharvey@usd490.org

Applicant / Phone Number 316-322-4800

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

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

Application details

Full District Name El Dorado Public Schools

District Number 490

Mailing Address | Street Address 124 W Central

Mailing City	El Dorado
Mailing Address Zip Code	67042
Authorized Representative of the District Name	Teresa Tosh
Authorized Representative of the District Position or Title	Superintendent
Authorized Representative of the District Email Address	ttosh@eldoradoschools.org
Authorized Representative of the District Phone Number	+13163224800
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 had a significant impact on our ability to keep our students connected online. We are shifting some of our allocation to enhance technology access for our students and staff. We would not be able to do these pieces without our ESSERII funding.

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

We are utilizing our funds to provide access for students and staff, providing virtual learning and summer learning opportunities, professional learning opportunities for staff, and premium pay for staff.

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 are currently monitoring our state assessment results, FastBridge reading/math data, and our social-emotional results through Panorama.

Notes on ESSER II application Excel template:

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

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

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



Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

USD	District Name	Data as of
490	El Dorado	6/2/2023

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
490-1-001-20230613	Eligible	Direct Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	3. Providing principals and other school leaders with resources to address individual school needs	Longterm Building Subs to cover staff outages out for isolation and/or quarantine due to Covid. Each of the 6 buildings has 1 longterm building sub.	\$ 225,000	\$ -	\$ 225,000	\$ -	\$ -	89-1000-112-001-00	Approved at the 11/9/2021 State Board Meeting
490-1-002-20230613	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	3. Providing principals and other school leaders with resources to address individual school needs	Employer Paid Items related to Long Term Subs - FICA and Medicare	\$ 17,190	\$ -	\$ 17,190	\$ -	\$ -	89-1000-221-001-00	Approved at the 11/9/2021 State Board Meeting
490-1-003-20230613	Eligible	Direct Allocation	Instruction	Other Employee Benefits	3. Providing principals and other school leaders with resources to address individual school needs	Employer Paid Items related to Long Term Subs - Unemployment Insurance	\$ 23	\$ -	\$ 23	\$ -	\$ -	89-1000-291-001-00	Approved at the 11/9/2021 State Board Meeting
490-1-004-20230613	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	CHANGE REQUEST Virtual K-8 Teacher to support families/students who were uncomfortable and/or high risk coming in person due to Covid. Virtual was expanded to full K-8 and additional teacher was necessary.	\$ 50,116	\$ -	\$ 50,116	\$ -	\$ -	89-1000-110-000-00	Approved at the 11/9/2021 State Board Meeting
490-1-005-20230613	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	3. Providing principals and other school leaders with resources to address individual school needs	Virtual K-8 Teacher - FICA and Medicare	\$ 3,808	\$ -	\$ 3,808	\$ -	\$ -	89-1000-221-001-00	Approved at the 11/9/2021 State Board Meeting
490-1-006-20230613	Eligible	Direct Allocation	Instruction	Health and Accident Insurance	3. Providing principals and other school leaders with resources to address individual school needs	Virtual K-8 Teacher - Health Insurance	\$ 6,840	\$ -	\$ 6,840	\$ -	\$ -	89-1000-214-001-00	Approved at the 11/9/2021 State Board Meeting

490-1-007-20230613	Eligible	Direct Allocation	Instruction	Other Employee Benefits	3. Providing principals and other school leaders with resources to address individual school needs	Virtual K-8 Teacher - Unemployment	\$ 77	\$ -	\$ 77	\$ -	\$ -	89-1000-291-001-00	Approved at the 11/9/2021 State Board Meeting
490-1-008-20230613	Eligible	Direct Allocation	Instructional Staff Training Services	Professional Employee Training and Development Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST Premium Pay Stipends as an incentive to keep high quality staff during the pandemic. This was calculated at \$1,000 per staff member.	\$ 288,616	\$ -	\$ 288,616	\$ -	\$ -	89-2213-330-001-00	Approved at 7/12/2022 State Board Meeting.
490-1-009-20230613	Eligible	Direct Allocation	Social Work Services	Other Professional Services	3. Providing principals and other school leaders with resources to address individual school needs	CHANGE REQUEST Capturing Kids Hearts FY22. This professional development (trained every staff member in the district) so that the Capturing Kids Hearts strategy can be used district wide to support the social emotional needs of students that have become greater during the pandemic.	\$ 21,000	\$ -	\$ 21,000	\$ -	\$ -	89-2113-340-001-00	Approved at 7/12/2022 State Board Meeting.
490-1-010-20230613	Eligible	Direct Allocation	Instructional Staff Training Services	Professional Employee Training and Development Services	3. Providing principals and other school leaders with resources to address individual school needs	CHANGE REQUEST Training Stipends. Professional learning summer camp for staff for 1-2 week intensive strategies camp to address learning loss for students during the pandemic. This includes a stipend for each who attend @ \$500 per week. The summer professional learning is needed due to the lack of availability of subs to cover for teachers to receive professional learning during the school year due to Covid.	\$ 80,337	\$ -	\$ 80,337	\$ -	\$ -	89-2213-330-001-00	Approved at 7/12/2022 State Board Meeting.
490-1-011-20230613	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Balance for Staff Devices partially purchased with CARES Funds. Many devices (particularly the older ones) were damaged and not as capable of handling the technology demand for teaching and learning in remote/virtual settings. This cost covers the remainder of replacement of approximately 6 i-pads & laptops that were to be initially funded with CARES funds, but the amount was insufficient.	\$ 4,979	\$ -	\$ 4,979	\$ -	\$ -	89-1000-736-001-00	Approved at the 11/9/2021 State Board Meeting
490-1-012-20230613	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Technology equipment, such as Student and Staff Devices, to replace outdated items, as well as equipment for virtual/quarantined students to be able to participate in lessons virtually. This cost is for replacing approximately 520 iPads & laptops across the district to support virtual and remote learning successfully and replacing/repairing devices that were damaged last year. Purchase of equipment to allow teachers to communicate more effectively with virtual learners. This would include cameras such as document cameras. This would also include projectors as well for students who are on Zoom due to virtual or quarantined students. This will allow the students to be able to participate in learning even though they are not in person.	\$ 708,504	\$ -	\$ 708,504	\$ -	\$ -	89-1000-736-001-00	Change Request- Updating Narrative

490-1-013-20230613	Eligible	Direct Allocation	Instructional Staff Training Services	FICA - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FICA and Medicare for Premium Pay	\$ 28,956	\$ -	\$ 28,956	\$ -	\$ -	89-2213-221-001-00	Approved at the 11/9/2021 State Board Meeting
490-1-014-20230613	Eligible	Direct Allocation	Instructional Staff Training Services	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment for Premium Pay	\$ 1	\$ -	\$ 1	\$ -	\$ -	89-2213-290-001-00	Approved at the 11/9/2021 State Board Meeting
490-1-015-20230613	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM Provide summer learning opportunities for students to address learning loss.	\$ 63,050	\$ -	\$ 63,050	\$ -	\$ -	89-1000-110-000-00	Approved at 7/12/2022 State Board Meeting. Note from email w/ Supt 6/27/22: We are providing services for the month of June (approx. 64 hours), Per our negotiated agreement, we pay \$25/hour when teaching students. That salary line covers transportation salaries as well. We have 37 staff and then our drivers included.
490-1-016-20230613	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM Provide summer learning opportunities for students to address learning loss.	\$ 1,930	\$ -	\$ 1,930	\$ -	\$ -	89-1000-221-001-00	Approved at 7/12/2022 State Board Meeting.
490-1-017-20230613	Eligible	Direct Allocation	Instruction	Life Insurance	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM Provide summer learning opportunities for students to address learning loss.	\$ 20	\$ -	\$ 20	\$ -	\$ -	89-1000-214-001-00	Approved at 7/12/2022 State Board Meeting.

Kansas CommonApp (2020)

4185-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



rRvwkdAR

501_Topeka_ESSER II_0430 (copy)

Applicant details

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

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

Select an Applicant Type	Unified School District
Applicant / Entity Name	USD 501 Topeka Public Schools
Applicant / Mailing Address	
	624 SW 24th Street Topeka, KS 66611
Applicant / First and Last Name of Owner, CEO, or Executive Director	Gary Menke
Applicant / Email Address of Owner, CEO, or Executive Director	gmenke@tps501.org
Applicant / Phone Number	785-295-3052

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)	48-6028563
Applicant / Website Address (if applicable)	topekapublicschools.net
Applicant / 501c3 Verification (if applicable)	

Application details

Full District Name	Topeka Public Schools
District Number	501
Mailing Address Street Address	624 SW 24th St
Mailing City	Topeka
Mailing Address Zip Code	66611
Authorized Representative of the District Name	Gary Menke
Authorized Representative of the District Position or Title	General Director Fiscal Services / Treasurer
Authorized Representative of the District Email Address	gmenke@tps501.org
Authorized Representative of the District Phone Number	+17852953052
Would you like to additional district representatives to the application?	Yes
Other District Representative 1 Email Address	skramer@tps501.org

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

Topeka Public schools has approximately 13,000 pre-K-12th grade students. 78.6% of students receive free or reduced lunch, 13.7% of our students are English Learners (ELs) and 22% of our students have disabilities. The pandemic has had lasting impacts on all of our students' academic, behavioral, and social-emotional needs. Both remote learning and returning to school created new stressors: learning new instructional technology, concern for risk of exposure, and masks making communication more challenging. During remote learning, student engagement decreased and it was hard for teachers to assess student learning. It was harder to provide services to special education students and English learners. The overall effects of the pandemic can be seen in our state assessment scores. Fewer students scored proficient in both reading and math. Covid also increased the workload of non teaching staff. Custodians spent extra hours sanitizing and rearranging furniture to ensure social distancing. Business office and service center employees were affected as purchase requests increased dramatically for: sanitization products, digital and remote learning resources, and PPE.

The social emotional effects of the pandemic are evidenced in students reporting increased anxiety and sadness and both teachers and students reporting exhaustion. It was very difficult to find teachers to commit to summer work. Many reported physical and emotional exhaustion as the reason for not wanting to work during the summer. It has also resulted in an

increase of unfilled positions district wide. As an educational community, we experienced and continue to experience social emotional trauma.

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

Please summarize how the district will use its remaining ESSER I and ESSER I SPED funding and what it hopes to accomplish with these funds.

The remaining portion of ESSER I will be spent on non Public School's Covid-19 expenditures. ESSER 1 SPED funding will be spent on additional supports for learning loss during afterschool programs and PPE for staff and students.

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.

This year, the district will continue to improve air quality by installing ionizing rooftop purification systems, purchasing and using disinfecting supplies and PPE. The district will also begin offering both premium retention payments and recruitment payments to help fill vacancies and retain staff. The district has implemented a curriculum committee which will begin to examine and select high quality resources to use in afterschool, summer programming as well as during the school year to combat learning loss. The effectiveness of the interventions will be evaluated using Fastbridge, a new digital platform for academic screening. All afterschool and summer programs and school year interventions will be available for any student in the district. Support will be provided to students who need specialized support such as special education services or English learning services in order to access the programs. Social emotional interventions will also be provided to support staff and student needs.

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

The district has purchased Fastbridge, a digital platform to assess students's academic skills and monitor their progress throughout the year. The district will continue to use the SRSS-IE or SRSS-EC tool to screen all pre-K -12th grade students for social emotional needs and track their response to interventions. The district will also administer surveys to parents and students to allow students and parents to provide feedback about student needs and how well that they believe their students are progressing. The District leadership team, the district mental health team and school leadership teams will examine all data frequently to monitor the fidelity of implementation of the interventions as well as how students are progressing. Instructional adjustments will be provided accordingly and monitored. Staff surveys will be administered to solicit data about how well staff needs are being met as well.

Notes on ESSER II application Excel template:

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

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

XLSX

[501 Topeka ESSERII Change... \(794 KiB download\)](#)

Local Education Agency (LEA) Assurances

Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

A State may require a subgrantee to submit reports in a manner and format that assists the State in complying with the

requirements under 34 CFR 76.720 and in carrying out other responsibilities under the program.

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

for, and respond to coronavirus.

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

Certification

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

Electronic Signature

Gary E. Menke

Date

08/20/2021

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

USD	District Name	Data as of
501	Topeka Public School	5/30/2023

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
501-1-001-20230613	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Change Request Adding 10 new staff members to reduce class size to facilitate social distancing and better facilitate ameloration of learning loss due to Covid	\$ 550,000	\$ -	\$ 550,000	\$ -	\$ -	2321.82 10.1000. 0110.32 09220	Change Request- Approved for \$566,523 in SFY 2022
501-1-002-20230613	Eligible	Direct Allocation	Instruction	Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Change Request Adding 10 new staff members to reduce class size and better facilitate ameloration of learning loss.	\$ 49,500	\$ -	\$ 49,500	\$ -	\$ -	2321.82 10.1000. 0200.32 09220	Change Request- Approved for \$83,383 in SFY 2022
501-1-003-20230613	Eligible	Direct Allocation	Central Services	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Change Request Providing staff for after school programs to combat learning loss due to Covid 19. We are budgeting for 288 certified staff and 54 classified staff to work at the after school programs. The programs average 2 hours per day, 3.5 days per week for 30 weeks.	\$ 476,400	\$ -	\$ 466,900	\$ 9,500	\$ -	2321.10 00.2514. 0110.32 09220	Change Request- Approved for \$1,512,000 in SFY 2022
501-1-004-20230613	Eligible	Direct Allocation	Central Services	Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Change Request Providing staff for after school programs to combat learning loss. We are budgeting for 288 certified staff and 54 classified staff to work at the after school programs. The programs average 2 hours per day, 3.5 days per week for 30 weeks.	\$ 42,390	\$ -	\$ 41,535	\$ 855	\$ -	2321.10 00.2514. 0200.32 09220.	Change Request- Approved for \$325,800 in SFY 2022
501-1-005-20230613	Eligible	Direct Allocation	Maintenance of Buildings	General Supplies and Materials (includes computer software)	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Change Request Plasma Air Purification Devices, Cold Plasma Air Purification devices mounted and HVAC Air purifiers to reduce the transmission of the Covid-19 virus. PO 215787	\$ 180,454	\$ -	\$ 180,454	\$ -	\$ -	2321.21 30.2620. 0610.32 09220	Change Request- Approved for \$72,804 in SFY 2022. Allowable if meets CDC guidelines.
501-1-006-20230613	Eligible	Direct Allocation	Support Services (Students)	Software	12. Addressing learning loss among students, including vulnerable populations	Purchase of FASTBRIDGE online assessment of math, reading and social emotional skills. This assessment will more easily enable the district to gauge learning loss and how well interventions are reducing learning loss effects due to Covid 19. PO 215342	\$ 99,600	\$ -	\$ 99,600	\$ -	\$ -	2321.21 50.1100. 0653.32 09220	Change Request- Approved for \$99,500 in SFY 2022
501-1-007-20230613	Eligible	Direct Allocation	Support Services (Students)	Software	12. Addressing learning loss among students, including vulnerable populations	Change Request: Purchase of FOOTSTEPS2BRILLIANCE preschool intervention resource to be used as Tiered intervention to address learning loss due to Covid-19. Resource on the KSDE Evidence Based list. PO 215782	\$ 350,000	\$ -	\$ 180,000	\$ 170,000	\$ -	2321.21 50.1100. 0653.32 09220	Change Request- Approved for \$170,000 in SFY 2022

501-1-008-20230613	Eligible	Direct Allocation	Instructional Staff Training Services	Software	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Purchase of SCHED Professional development Platform. Due to an increase in Covid-19 cases locally, all district professional development was moved to online only. This platform improves delivery of professional development and reduces manhours needed to facilitate the process for staff.	\$ 11,100	\$ -	\$ 11,100	\$ -	\$ -	2321.221 3.0330.0 653.320 9220	Change Request- Approved for \$11,100 in SFY 2022
501-1-009-20230613	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Purchase of a digital health resource ESSENTIAL HEALTH for secondary students. During the first year of the Covid pandemic, it was difficult for our students to access Health Education materials. This expense will cover the first 3 years of a six year license to ensure students have access to a health curriculum regardless of how instruction needs to be delivered should remote learning once again be necessary. The health resource addresses many of the concerns raised during Covid: Social Emotional Health, Food insecurity and the need to be physically active for both mental and physical health, particularly for our low SES population. This will also be utilized for students who are in remote learning due to quarantining due to Covid.	\$ 110,766	\$ -	\$ 110,766	\$ -	\$ -	2321.21 50.1100. 0653.32 09220	Approved at the September 2021 State Board
501-1-010-20230613	Eligible	Direct Allocation	Instruction	Software	11B. Planning and implementing supplemental after-school programs	Change Request: Purchase of MUSICPLAY music resources for elementary students. These resources which are a mix of digital and handson resources will provide students with musical instruction to address both learning loss due to Covid and enrichment during summer programs and afterschool programs as well as facilitate remote music learning, should that be necessary once again. This will cover the first 3 years of a five year license to ensure access during the waning years of the Pandemic. PO 215444.	\$ 70,025	\$ -	\$ 70,025	\$ -	\$ -	2321.21 50.1100. 0653.32 09220	Change Request- Approved for \$42,015 in SFY 2022
501-1-011-20230613	Eligible	Direct Allocation	Instruction	Books	10. Providing mental health services and supports	Change RequestPurchase of ZONES OF REGULATION books and resources. It is anticipated that more students will be exhibiting dysregulation due to the effects of the Pandemic's global trauma. These material will help teachers and other mental health support staff teach students self regulation skills that were impacted due to Covid. PO 215362	\$ 66,117	\$ -	\$ 45,977	\$ 20,141	\$ -	2321.21 50.1102. 0641.32 09220	Change Request- Approved for \$41,785 in SFY 2022
501-1-012-20230613	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Change Request: PPE and cleaning supplies to sanitize and reduce the transmission of Covid-19	\$ 445,625	\$ -	\$ 112,000	\$ 333,625	\$ -	2321.43 60.1000. 0610.32 09220	Change Request- Approved for \$125,000 in SFY 2022
501-1-013-20230613	Eligible	Direct Allocation	Instruction	Other Communication Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change Request Providing Internet connectivity monthly from Cox Connect2Compete Program for the 2021 - 2022 School Year Billed Monthly - Variable amounts based on number of students receiving services. This ensure students have access to digitalearning which helps combat learning loss from Covid-19 closures as well as plan for quarantines or other remote learning. The projected amount was based on June 2021 billing, and projected forward for the full FY22 school year.	\$ 117,870	\$ -	\$ 117,870	\$ -	\$ -	2321.44 40.1000. 0539.32 09220	Change Request- Approved for \$367,000 in SFY 2022
501-1-014-20230613	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change Request Summer Enrichment open to any high school student to address learning loss due to Covid. Staffed by 37 staff members. Students were afforded the opportunity for counseling services and credit recovery.	\$ 103,529	\$ 22,162	\$ 81,367	\$ -	\$ -	2321.10 00.2514. 0100.32 09220	Change Request- Approved for \$109,708 between SFY 21 and 22

501-1-015-20230613	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Extended School Year Academic Enrichment- Students in grades Pk-5 can enrolled in a summer academic program that will focused on learning loss due to Covid (Kansas Standards) of core and supplemental learning through hands on, student centered instruction.	\$ 128,216	\$ 9,684	\$ 118,532	\$ -	\$ -	2321.10 00.2514. 0110.32 09220	Change Request- Approved for \$139,520 between SFY 21 and 22
501-1-016-20230613	Eligible	Direct Allocation	Instruction	Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Extended School Year Academic Enrichment- Students in grades Pk-5 can enrolled in a summer academic program that will focused on learning loss due to Covid (Kansas Standards) of core and supplemental learning through hands on, student centered instruction.	\$ 11,540	\$ 872	\$ 10,668	\$ -	\$ -	2321.10 00.2514. 0200.32 09220	Change Request- Approved for \$13,438 between SFY 21 and 22
501-1-017-20230613	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Resources for the Extended School Year Academic Enrichment.Texts, letter tiles, math manipulatives, markerboard paddles, notebooks, pencils, playdough, crayons, sidewalk chalk, construction paper, paint, poster board etc to provide materials for summer enrichment. Summer enrichment will help ameliorate learning loss due to Covid.	\$ 174,115	\$ -	\$ 138,277	\$ 35,838	\$ -	2321.10 00.0610. 3209220	Change Request- Approved for \$75,000 in SFY 2022
501-1-018-20230613	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	UV germicidal light fixtures to kill bacteria and viruses and reduce the spread of Covid-19	\$ 24,000	\$ -	\$ 24,000	\$ -	\$ -	2321.21 30.2620. 0610.32 09220	Approved at the September 2021 State Board
501-1-019-20230613	Eligible	Direct Allocation	Instruction	Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request Premium Pay Retention Incentive benefits. \$4000 for each 2021-22 staff member.(See additional narrative for more details.) This will assist in recruiting and retaining staff due to the challenges of staffing related to Covid 19.	\$ 743,984	\$ -	\$ 743,984	\$ -	\$ -	2321.10 00.1000. 0200.32 09220	Change Request- Approved for \$801,502 in SFY 2022
501-1-020-20230613	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request Premium Pay Retention Incentive. \$4000 for each 2021-22 staff member.(See additional narrative for more details.) This will assist in recruiting and retaining staff due to the challenges of staffing related to Covid 19.	\$ 9,829,442	\$ -	\$ 9,829,442	\$ -	\$ -	2321.10 00.1000. 0112.32 09220	Change Request- Approved for \$9,076,000 in SFY 2022
501-1-021-20230613	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Change RequestPurchase of webcams for virtual learning for World Language classes. This is needed due to the Covid pandemic and subsequent shortage of staff,necessitating distance learning between high schools.	\$ 5,664	\$ -	\$ 5,664	\$ -	\$ -	2321.11 03.1000. 0653.32 0220	Change Request- Approved for \$6,328 in SFY 2022
501-1-022-20230613	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Change Request Purchase of supplies and materials for after school learning centers. These programs will address learning loss, provide enrichment and homework assistance. The programs are necessary because Covid-19 caused learning loss.	\$ 100,073	\$ -	\$ 95,765	\$ 4,308	\$ -	2321.10 00.1000. 0610.32 0220	Change Request- Approved for \$200,000 in SFY 2022
501-1-023-20230613	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	Purchase of software for after school learning centers. These programs will address learning loss, provide enrichment and homework assistance. The programs are necessary because Covid-19 caused learning loss.	\$ 1,789	\$ -	\$ 1,789	\$ -	\$ -	2321.10 00.1000. 0653.32 0220	Change Request- Approved for \$20,000 in SFY 2022

501-1-024-20230613	Eligible	Direct Allocation	Instruction	Student Transportation Services	11B. Planning and implementing supplemental after-school programs	Change Request Providing transportation for after school programs which combat learning loss due to Covid. Transportation will be provided for any student who qualifies for transportation. Additionally transportation will be provided to other students on first come first serve basis based on seat availability. Transportation will also be provided for enriching field trips during the school day that will require additional busses due to social distancing protocols to prevent the spread of Covid 19.	\$ 13,565	\$ -	\$ 13,565	\$ -	\$ -	2321.10 00.1000. 0510.32 09220	Change Request- Approved for \$100,452 in SFY 2022
501-1-025-20230613	Eligible	Direct Allocation	Instruction	Software	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	Purchase instructional delivery platform for virtual students who are not able to access Edmentum due to special education, English learner needs or other barriers. This will provide more equitable access as well as assist in learning loss recovery due to Covid and prevention for virtual students with unique needs.	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	2321.10 00.1000. 0653.32 09220	Approved at the September 2021 State Board
501-1-026-20230613	Eligible	Direct Allocation	Instruction	Student Transportation Services	12. Addressing learning loss among students, including vulnerable populations	Change Request Transportation for additional enrichment, career and college planning activities. More students, including gifted students, need exploration trips to see colleges and career options. It is anticipated that more students will participate due to being unable to do so during the Covid pandemic shut down.	\$ 4,066	\$ -	\$ 4,066	\$ -	\$ -	2321.10 00.1000. 0510.32 09220	Change Request- Approved for \$204,938 in SFY 2022
501-1-027-20230613	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Plexiglass barriers at lunch tables as students are unmasked while they eat, to prevent the spread of Covid 19.	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	2321.43 10.1000. 0610	Approved at the September 2021 State Board
501-1-028-20230613	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Due to the Covid pandemic, more students and teachers are demonstrating social emotional distress. Wellness rooms/areas are planned to provide respite and recovery for students and staff. Supplies for Wellness rooms/areas are needed to provide brief respite for students and staff to relax, regulate and regain focus. Wellness rooms promote social emotional wellness. Supplies include items such as fidgets, lighting, seating, calming items (zen gardens, small water fountains, art supplies etc.)	\$ 100,000	\$ -	\$ 11,304	\$ 25,177	\$ 63,519	2321.43 10.2100. 0610	Approved at the September 2021 State Board
501-1-029-20230613	Eligible	Direct Allocation	Instructional Staff Training Services	Professional - Education Services	3. Providing principals and other school leaders with resources to address individual school needs	Change Request: Professional Development sessions to focus on addressing learning loss due to Covid 19 and to address the social emotional needs of students and staff.	\$ 283,708	\$ -	\$ 19,698	\$ 264,010	\$ -	2321.22 13.2219. 0320	Change Request- Approved for \$150,000 in SFY 2022

501-1-030-20230613	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	3. Providing principals and other school leaders with resources to address individual school needs	Change Request Provide Flexible seating and tables in classrooms to increase social distancing and reduce the spread of Covid-19.	\$ 63,995	\$ -	\$ 63,995	\$ -	\$ -	2321.43 10.2600. 0733	Change Request- Approved for \$148,068 in SFY 2022
501-1-031-20230613	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Change RequestExtended School Year Academic Enrichment for Students in grades 6-8 enrolled in a summer academic program that focused on learning loss due to Covid (Kansas Standards) of core and supplemental learning through hands on, student centered instruction.	\$ 60,532	\$ 1,761	\$ 58,771	\$ -	\$ -	2321.10 00.2514. 0110.32 09220	Change Request- Approved for \$70,377 between SFY 21 and 22
501-1-032-20230613	Eligible	Direct Allocation	Instruction	Employee Benefits	11A. Planning and implementing summer learning or enrichment programs	Change Request Extended School Year Academic Enrichment for Students in grades 6-8 enrolled in a summer academic program that focused on learning loss due to Covid 19 (Kansas Standards) of core and supplemental learning through hands on, student centered instruction.	\$ 5,448	\$ 159	\$ 5,289	\$ -	\$ -	2321.10 00.2514. 0220.32 09220	Change Request- Approved for \$14,147 between SFY 21 and 22
501-1-033-20230613	Eligible	Direct Allocation	Operation & Maintenance of Plant	Plumbing Services	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Change Request Installing Water Bottle Filling Stations to reduce the spread of Covid-19. PO 215300	\$ 414,551	\$ -	\$ 414,551	\$ -	\$ -	2321.43 10.2600. 0437	Change Request- Approved for \$96,140 in SFY 2022
501-1-034-20230613	Eligible	Direct Allocation	Operation & Maintenance of Plant	Furniture and Fixtures	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Extra lunch tables to ensure social distancing due to Covid 19. PO 215657	\$ 2,029	\$ -	\$ 2,029	\$ -	\$ -	2321.43 10.2600. 0733	Approved at the September 2021 State Board
501-1-035-20230613	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change RequestPremium Recruitment Pay for Subcontractors including bus drivers \$2000 for each new hire. (See additional documentation for more details.) This will assist in recruiting and retaining staff due to the challenges of staffing related to Covid 19.	\$ 111,605	\$ -	\$ 111,605	\$ -	\$ -	2321..27 10.0120. 3209220	Change Request- Approved for \$40,000 in SFY 2022
501-1-036-20230613	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request Premium Recruitment Pay for Non Contract certied and classified Substitutes \$1000 for each new hire. See additional documentation for more details. This will assist in recruiting and retaining staff due to the challenges of staffing related to Covid 19.	\$ 23,821	\$ -	\$ 22,321	\$ 1,500	\$ -	2321..10 00.0100. 3209220	Change Request- Approved for \$100,000 in SFY 2022
501-1-037-20230613	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request Dedicated ESSER Virtual Learning Coach for Secondary students attending special programs. This position will provide support to teachers that are teaching virtually due to the effects of Covid, including quarantine as well as the increased number of students choosing the virtual school option.	\$ 135,600	\$ -	\$ 65,800	\$ 69,800	\$ -	2321.10 00.0100. 3209220	Change Request- Approved for \$73,700 in SFY 2022

501-1-038-20230613	Eligible	Direct Allocation	Instruction	Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request Dedicated ESSER Virtual Learning Coach for Secondary students attending special programs. This position will provide support to teachers that are teaching virtually due to the effects of Covid, including quarantine as well as the increased number of students choosing the virtual school option.	\$ 12,204	\$ -	\$ 5,922	\$ 6,282	\$ -	2321.10 00.0220. 3209220	Change Request- Approved for \$6,508 in SFY 2023
501-1-039-20230613	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request Dedicated ESSER Learning Loss Improvement Instructor. These 2 positions are assigned to CSI & TSI schools to support overcoming learning loss due to Covid. These schools had a particularly high number of students choosing remote learning last year which has contributed to additional learning loss.	\$ 62,820	\$ -	\$ 56,750	\$ 6,070	\$ -	2321.10 00.0100. 3209220	Change Request- Approved for \$9,838 in SFY 2023
501-1-040-20230613	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Dedicated ESSER Learning Loss Improvement Instructors. These 2 positions are assigned to CSI & TSI schools to support overcoming learning loss due to Covid. These schools had a particularly high number of students choosing remote learning last year which has contributed to additional learning loss.	\$ 5,655	\$ -	\$ 5,108	\$ 547	\$ -	2321.10 00.0200. 3209220	Change Request- Approved for \$9,838 in SFY 2024
501-1-041-20230613	Eligible	Direct Allocation	Student Transportation	Student Transportation Services by Outside Agency or Company	11A. Planning and implementing summer learning or enrichment programs	New Item: Providing transportation for summer school programs which combat learning loss due to Covid. Transportation will be provided for any student who qualifies for transportation. Additionally transportation will be provided to other students on first come first serve basis based on seat availability. Transportation will also be provided for enriching field trips during the school day that will require additional busses due to social distancing protocols to prevent the spread of Covid 19.	\$ 62,669	\$ -	\$ 60,419	\$ 2,250	\$ -	2321.21 50.2700. 0513.32 09220	New Line Item
501-1-042-20230613	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	New Item: 5 Virtual teachers to provide instruction for K-12 students quarantined due to COVID-19. Salary.	\$ 230,388	\$ -	\$ 223,971	\$ 6,417	\$ -	2321.21 50.11xx. 0111.32 09220	New Line Item
501-1-043-20230613	Eligible	Direct Allocation	Instruction	Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	New Item: 5 Virtual teachers to provide instruction for K-12 students quarantined due to COVID-19. Benefits	\$ 20,736	\$ -	\$ 20,158	\$ 578	\$ -	2321.21 50.11xx. 02xx.320 9220	New Line Item
501-1-044-20230613	Eligible	Direct Allocation	Support Services (Students)	Full-Time Non-Certified Salaries	10. Providing mental health services and supports	New Item: 4 Additional Mental Health Staff to address increased Mental Health Needs Due to COVID-19. Salary	\$ 137,204	\$ -	\$ 113,321	\$ 23,883	\$ -	2321.5xx x.11xx.0 131.320 9220	New Line Item
501-1-045-20230613	Eligible	Direct Allocation	Support Services (Students)	Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	New Item: 4 Additional Mental Health Staff to address increased Mental Health Needs Due to COVID-19. Benefits	\$ 12,349	\$ -	\$ 10,199	\$ 2,150	\$ -	2321.5xx x.11xx.0 2xx.3209 220	New Line Item
501-1-046-20230613	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New Item: Extra duty pay for media specialists to clean and sanitize books and computer devices to reduce the spread of COVID-19.	\$ 7,458	\$ -	\$ 7,458	\$ -	\$ -	2321.21 50.110.0 111.320 9220	New Line Item

501-1-047-20230613	Eligible	Direct Allocation	Support Services (Students)	Employee Benefits	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	New Item: Extra duty pay for media specialists to clean and sanitize books and computer devices to reduce the spread of COVID-19.	\$ 672	\$ -	\$ 672	\$ -	\$ -	2321.21 50.110.0 111.320 9220	New Line Item
501-1-048-20230613	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	New Item: Extra duty pay for teachers to help select Tier 2 and 3 Interventions to address learning loss. Salary	\$ 1,055	\$ -	\$ 1,055	\$ -	\$ -	2321.10 00.2210. 0114.32 09220	New Line Item
501-1-049-20230613	Eligible	Direct Allocation	Instruction	Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	New Item: Extra duty pay for teachers to help select Tier 2 and 3 Interventions to address learning loss. Benefits	\$ 95	\$ -	\$ 95	\$ -	\$ -	2321.10 00.2210. 02xx.320 9220	New Line Item
501-1-050-20230613	Eligible	Direct Allocation	Support Services (Students)	Dues and Fees	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: Pay for emergency and TEAL substitute licenses to increase the substitute pool and ensure enough staff are present during COVID-19 outbreaks.	\$ 1,760	\$ -	\$ 1,760	\$ -	\$ -	2321.44 30.2126. 0810.32 09220	New Line Item
501-1-051-20230613	Eligible	Direct Allocation	Other Support Services - Central Services	Other Miscellaneous Expenditures	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: Indirect Costs	\$ 867,962	\$ -	\$ 867,962	\$ -	\$ -	2321.10 00.2590. 0891.32 09220	New Line Item
501-1-052-20230613	Eligible	Direct Allocation	Instruction	Instruments	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: Replace musical instruments not returned or damaged as a result of remote learning due to COVID-19.	\$ 7,636	\$ -	\$ 7,636	\$ -	\$ -	2321.44 92.1000. 0738.32 09220	New Line Item
501-1-053-20230613	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	New Item: Online subscription for TCI social studies curriculum for middle school students to ensure access to the curriculum during quarantine due to COVID-19.	\$ 67,390	\$ -	\$ 67,390	\$ -	\$ -	2321.21 50.1103. 0653.32 09220	New Line Item
501-1-054-20230613	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	New Item: MAP Testing software. The district's previous screening software company ended the contract with the district. Purchasing this software allows the district to continue to screen for assess progress toward addressing learning loss due to COVID-19.	\$ 164,474	\$ -	\$ 164,474	\$ -	\$ -	2321.10 00.1000. 0653.32 09220	New Line Item
501-1-055-20230613	Eligible	Direct Allocation	Instruction	Software	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: Purchase Screen Casitify software. Due to COVID-19, professional development has to pivot to virtual learning when COVID-19 cases are high. This software allows the district to be prepared.	\$ 19,500	\$ -	\$ 19,500	\$ -	\$ -	2321.10 00.1000. 0653.32 09220	New Line Item

501-1-056-20230613	Eligible	Direct Allocation	Instruction	Software	4. Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery	New Item: Docusign software to allow for signing documents during virtual GEI (student improvement) meetings needed due to COVID-19.	\$ 2,592	\$ -	\$ 2,592	\$ -	\$ -	2321.10 00.1000. 0653.32 09220	New Line Item
501-1-057-20230613	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	New Item: Art of Education and Art Supplies. The ART of Education Curriculum is an innovative curriculum which will engage students and allow teachers to assess and ameliorate Art related learning loss. Art classes were one of the most difficult to replicate during remote learning. The TPS teaching and learning team has already begun working to establish learning loss rubrics to assess students and build lessons which will help students recover from learning loss due to COVID-19. Two year subscription. ADDED this: Although the primary reason for implementing this new curriculum is to combat Art related learning loss skills, there is also an anticipated positive social emotional impact that will be an incidental benefit. According to the Wallace Foundation, "One study provided Tier III evidence suggesting that the students who participated in two inner-city programs that featured rich, sustained visual arts made significantly greater gains than comparison students in social-emotional learning outcomes and process abilities."	\$ 36,078	\$ -	\$ 36,078	\$ -	\$ -	2321.10 00.1000. 0653.32 09220	New Line Item
501-1-058-20230613	Eligible	Direct Allocation	Instruction	Technical Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	New Item: Inventory of books and technology to determine how many books and devices were not returned when remote learning due to COVID-19 ended.	\$ 217,290	\$ -	\$ 17,565	\$ 199,725	\$ -	2321.21 50.1100. 0350.32 09220	New Line Item
501-1-059-20230613	Eligible	Direct Allocation	Operation & Maintenance of Plant	Technical Services	6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease	New Item: PD for custodial staff about water bottle fillers installed to reduce COVID-19.	\$ 5,350	\$ -	\$ 5,350	\$ -	\$ -	2321.21 30.2616. 0334.32 09220	New Line Item
501-1-060-20230613	Eligible	Direct Allocation	Instruction	Books	10. Providing mental health services and supports	New Item: Second Step SEL curriculum for After School and Summer School programs to address increasing mental health needs due to COVID-19.	\$ 14,371	\$ -	\$ 14,371	\$ -	\$ -	2321.21 50.1102. 0641.32 09220	New Line Item

501-1-061-20230613	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Retention Payment, salary. Due to the effects of COVID-19 such as additional job stress and persistent staff vacancies, up to \$6000 for all district employees, \$2400 for substitutes, and an additional \$2000 for frontline employees, paid quarterly to staff members with 95% attendance. Retaining employees and encouraging more frequent attendance is vital to ensuring Topeka Public Schools is prepared to stay open while the Pandemic continues to persist. For more information, please see additional documentation.	\$ 1,762,146	\$ -	\$ -	\$ 1,762,146	\$ -	2321.10 00.1000. 01xx.320 9230	New Line Item. The remainder of the Retention pay will be paid out in ESSER III.
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ESSER III Overview and Table of Contents

Plan	DISTRICT PROFILES				KSDE RECOMMENDATIONS					
	District Number	District Name	Total Public School Students (FTE) ¹	% Students Approved for Free- or Reduced-Price Lunch ²	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student (FTE) ¹
1	211	Norton Community Schools	620	42%	\$ 988,108	\$ 718,108	73%	\$ 718,108	100%	\$ 1,159
2	323	Rock Creek	1,161	23%	\$ 726,104	\$ 726,104	100%	\$ 726,104	100%	\$ 625
3	331	Kingman - Norwich	782	46%	\$ 1,514,283	\$ 1,270,000	84%	\$ 1,270,000	100%	\$ 1,623
4	335	North Jackson	305	41%	\$ 439,372	\$ 439,372	100%	\$ 439,372	100%	\$ 1,442
5	336	Holton	985	37%	\$ 1,255,304	\$ 1,241,999	99%	\$ 1,241,999	100%	\$ 1,261
6	350	St John-Hudson	310	52%	\$ 451,243	\$ 451,243	100%	\$ 451,243	100%	\$ 1,458
7	418	McPherson	2,304	40%	\$ 2,405,200	\$ 2,405,200	100%	\$ 2,405,200	100%	\$ 1,044
8	458	Basehor-Linwood	2,432	12%	\$ 1,521,660	\$ 1,521,660	100%	\$ 1,521,660	100%	\$ 626
9	494	Syracuse	534	68%	\$ 1,279,439	\$ 709,439	55%	\$ 709,439	100%	\$ 1,329
Total			9,432	33%	\$ 10,580,713	\$ 9,483,125	90%	\$ 9,483,125	100%	\$ 1,005

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 D0211

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>
Norton Community Schools	105 E. Waverly, Norton, KS 676541899	105. E. Waverly, Norton, KS 67654
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Corey Roy	croy@usd211.org	(785) 877-3386

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
CYNTHIA WALKER	TREASURER	cwalker@usd211.org	(785) 877-3386
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
COREY ROY	croy@usd211.org		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		
KAYLA AITKEN	kaitken@usd211.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://usd211.org/en-us/health-services-c15e8f7b>

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?

It would be the wish to hire a nurse's aide to help track and document the continued cases in the District. One nurse covering three schools and 700 students is not enough support for the staff and families in the District. Additional training to custodial, teaching and support staff on cleaning procedures and best practices, is a must to insure our students are receiving the best and cleanest environment possible. In addition, we continue to need a steady supply of masks, gowns, and gloves due to mask mandates and keeping symptomatic persons secluded as needed. Of course the federal mask mandate for our busses continues. We continue to sanitize our buildings and vehicles on a regular basis. We continue to need additional supplies of sanitizer sprays and wipes. We also purchase extensive supplies of hand sanitizer.

Stakeholder Engagement

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

Students

In developing our ESSER plan, Junior High and High School students were asked to participate and provide feedback via an on-line survey and focus groups led by their small group instructor, to determine their highest levels of need for pandemic-related instruction and support. The following supports received the most interest from our students:

- *Additional one on one student technology,
- *hands on learning experience,
- *educational field trips,
- *In-Person tutoring

Response: the response rate on the survey was a little less than 30%. the discussions with students at the middle school (95 students) and the High School (203 Students) was around 80% as it was done in school session during the ABP period where students go to a multiage classroom with a homeroom teacher.

Families

We have worked with our families in developing our ESSER support plan. Family members were asked to fill out an online survey to get their input on the needs and suggestions for ESSER funds. They were asked to participate and provide input to overcome obstacles occurred during the pandemic and ideas to help improve school climate. During focus group (school site council meetings at each building) conversations that engaged our parent/families, it was clear that parents are most interested in seeing the following items as part of our ESSER plan:

- * Emotional and Social Support for staff and students
- * An Additional Social Worker or counselor at the 7-12 grade
- * Increase after school programs and or increased summer school opportunities in all schools which would require additional hiring of staff.
- * Additional behavioral support intervention.

Response: Response rate was around 60% on the survey.

School and District Administrators including Special Education Administration

Our administrative team has met regularly to review the needs of our students and staff populations, both at the building and district levels. These meetings have included a review of data from our various special population groups. As a result of these meetings, the following have been determined as most important to address in our district. The administrators gained information from their site council members, staff and other stakeholders through conversations and meetings. They were also able to review the information from the district survey to collaborate their ideas with the ideas from the community.

- * After school programs and increase summer programs
- * Increases social/emotional support for staff
- * Additional 7 - 12 counselor or social worker
- * Retention payments to qualified staff
- * District Reading Specialist
- * Air purifiers
- * Assistive technology for identified students

Response: USD 211 belongs to the NCKSEC Coop. On the second friday of each month, the Superintendents of NCKSEC, meet with SPED Administration to discuss all the needs and operational aspects of the Coop. This is where discussions of ESSER III money could be spent in local districts for identified students. Also, weekly communication between the USD 211 Superintendent and the Coop is done on a regular basis on the needs of the programs.

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, and from an on-line survey. Conversations with each other and other stakeholders added support to the previous ideas and plans for student engagement and staff support. Highlights of these collaborative conversations include the inclusion of the following items in our ESSER plan:

- * Addition of a SRO in the District
- * Curriculum subscriptions/materials to support gaps in reading/math
- * Additional after school programs for 3 - 12 grades
- * Additional Summer School Programs for all 3 buildings.
- * An additional Social Worker
- * Funding for one health aide and additional hours to support the District Nurse

Response: the information / discussion with teachers was done in faculty meetings by building principals.

Response: The teacher union in USD 211 is not an overly active group until it comes time to negotiate at the end of the school year. The participation of NTA in USD 211 is less than 30% of 'certified staff (58) without any particular leadership from year to year. The administration is not aware of the specific teachers in the union, only those who represent the union in negotiations. Those union leaders then talk to the rest of their people on what is being addressed between BOE and NTA . The only leadership activity is when it comes to Negotiations during the last of the school year. With that said, the first conversation on using ESSER III funds was during the end of the 2021-2022 school year during conversations in negotiations. The BOE and administration discussed how ESSER III funds would be used if approved for learning loss and other potential criteria under the guidelines of ESSER III. The negotiations team had some general support of the learning loss issues and offered suggestions of extended summer school options, increased technology in the classroom if allowable and more staff to help support current programs for the identified students. The beginning of the 2022/2023 school year, the Superintendent addressed the entire USD 211 staff of the purpose of ESSER III and if approved by the State would go towards addressing issues with learning loss in students as identified by testing and teacher recommendation. Additional technology support in classrooms, before, during and after school was strongly supported by comments from the staff. In addition, the need for additional support for staff to address extra programs in all three schools was included as a priority. Teachers in the teachers union would have been present in this specific meeting and been able to be part of the discussion.

Tribes

Based on the Tribal Leaders Directory, USD 211 does not have any federally - or state-recognized tribes within our boundaries. USD 211 did reach out to the Executive Director of KANAE, Alex Red Corn (Osage) for information and direction. Then a followup inquiry to Melissa M. Peterson, MPH (Navajo) for help in providing us with links to Native Education which encourages LEA's to address issues of equity, learning loss, social -emotional learning needs, and other critical issues for our District. In reviewing the research, it leads us to believe the needs most expressed, were Educational Field trips and Social Emotional support for students and staff. This will be taken into consideration for the ESSER III plan of development.

Civil Rights Organization including Disability Rights Organizations

We reached out to the Kansas Action for Children, David Klaassen, a Civil Rights organization, to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights. USD 211 sees a need for increased summer school programs for identified IEP students through extended school year and for additional classroom support with aides and paras for behaviors in students. This added support will help gain some of the loss of marginal students who often fall through the gap if not enough support is provided. Additional summer hours or extended school day hours for these students will help create a more stable environment and support system. It is obvious additional emotional and social help is needed for students to overcome anxiety for lower scores of academic issues and pressure from peers to underperform on assessments. For our minority students, it is noted by staff, administrators, ESL students and community members more services for our growing ESL population is a must. LAC representative was interested in support related to the physical infrastructure of schools, teacher retention, student nutrition, and technology to support virtual governance. Although some of these needs are being met through other programs, it was determined that the following projects included in our ESSER III application would support their interest:

- * Retention stipend for Staff
- * Additional summer and after school programs
- * Extended school year for identified students
- * HVAC / Ionizer
- * PPE and Sanitation Supplies
- * Additional emotional and social support for staff and students.
- * Full time ESL instructor
- * Assistive Technology for identified students.

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

We have worked with our local Interlocal our students, and representatives of the subgroup populations in our school district in developing our ESSER support plan. We have conducted conversations that involve Special Education Teachers, Counselors, and parents who represent English learners, children experiencing homelessness, children in foster care, and other underserved students. Through those conversations, it was clear that the following supports were most needed: * After school programs, * Extended school programs for children with IEP's * An additional Social worker with ESL endorsements, * District transportation for identified students, * Additional support for SES students and families with extended school year or additional adult supervision.

We do have a homeless population that we need to address with additional support for the families. Our homeless population are more the type sleeping with a single mom / dad, on a relatives couch, or on the floor of a friends house. Usually they have shelter, but no stability of their own.

Response: This was done in Site Council held by building principals and in discussions with parents throughout the year.

Parents with students with disabilities: IEP

English Learners: With interpreters between administrators and parents during parent meetings, IEPs and if they are new to the District.

The parents with children with disabilities were excited about possible extended summer programs and more individual adult help. The ESL parents were excited about additional adult help and more service available to help their child. Additional transportation was important for families with smaller, younger students.

More adult help in our district is a must to help these identified students and families.

Response: Children with disabilities: Since it is important to protect the confidential nature of these parents and children, the communication to the parents was done at IEP meetings in small group settings on what can be done to provide adequate materials for the child's learning. If ESSER III money could be used to help in this process, then that discussion was held between the team and parents individual meetings. Technology and support programs were the main ideas from parents who communicated to the admin the major needs.

English Learners: We have a very small percentage of English Learners in the District. The administration or ESL support in each building would have that discussion with the parents. Parents, ESL and administration all agree that extended school year would be a huge advantage for the few ESL students to help them progress forward in the district. Additional software and hardware for students not able to afford their own device was discussed to help with translation in the classroom and at home.

Under served Students: We would consider these students to be the ones that we are concerned about dropping out of school due to not being interested in school at all. Parental support is minimal and their interest in outside activities is very minimal in all grades. It would be estimated this is less than 5% of our student population so we have approached them directly one on one with their school advisory team member to identify with them their needs and interests. Sports and

other technology advancements for the older students was a big issue. USD 211 is considering putting esports in the school to accommodate this interest. For the younger grades, more individual counseling and support during the school and after school is a must, mentioned by staff, administrators and the few parents who had these conversations with school officials.

Response:

USD 211 has no identified Foster students in the system that we are aware of.

Their parents, guardians, or other support people are included in conversations and they have the same opportunity to voice their thoughts on what can be done to help the child with the same procedures as all other stakeholders.

USD 211 has identified 7 students who would be identified homeless. 4 students in grades 7-12 and 3 students in grades k-6.

The input from the 4 students in grades 7-12 was beneficial to identify the needs they expressed as ways to help support them using ESSER III money. All four students identified a need for an after-school program staffed by a certified staff member to help them with homework and to have a place of quiet to work. All four mentioned they did not have their own tablet or Chromebook and it would be beneficial to them if they could have their own personal device as schools use them daily. 3 of the 4 felt they could use some support due to their crisis for mental health services. Moving and not being able to feel like they belong to a community has been depressing.

The elementary students are very young and are members of the same families of the older students. The parents were contacted on what can be done to help them while living in Norton and all they wanted was support services after school to help with the homework for their child. One mentioned transportation services for their little one as they did not have a vehicle. We are not sure if transportation is covered under the ESSER III criteria, but USD 211 can look at that option to help the parents.

The use of ESSER money is used to provide and overcome learning loss in all our students from COVID which has had a impact on students who are facing extra challenges in the daily lives. We feel based on responses from parents and students representing these students we need to have:

more technology such as Chrombooks and software to provide the appropriate curriculum that can be used at home, more tutorial programs after school and in the summer, additional mental health support, and more adult support staff that can help them one on one while in school.

USD 211 makes assurance that all students are given a chance to voice their opinion and be heard on what can help them achieve success. Students who are identified needing support such as children with disabilities, students who are homelessness, children who are at risk are monitored by staff, administration and counselors to encourage their participation in school and in discussions for school improvement.

The use of ESSER money is used to provide and overcome learning loss in all our students from COVID which has had a impact on students who are facing extra challenges in the daily lives. USD 211 wants to ensure their voice is heard and respected in the challenge of improving learning.

It should be noted that Norton USD 211 has 6 children identified though the NWK Cooperative in Oakley as Migratory students. They come from three families. Two children per family to make up the 6 total. They range from 4th grade to 10th grade. Two of the students are in elementary, three are in JH and one in Senior High.

USD 211 reached out to each of the three families by phone call with the ESL instructor providing the questions to the parents on how they feel the pandemic has affected their children's learning and what can be done using ESSER III funding to help their children be more successful in school. These are the 5 main things that can be summarized as what both the students said (to the ESL adult in discussions) and parents when asked of their thoughts to help their children.

- Translation devices on Chromebooks or phones to help their students in the gen. ed. setting.
- An adult who can sit with them in class at times to help with studies.
- Individual study time after school for their child with an ESL instructor on homework issues for additional support.
- Summer School services.
- Their own school tablet to have at home to do school work

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

ESSER III plans and ideas have been presented at a combine site council meeting, individual meetings, and shared with the 7-12 grade students in their focus groups, along with participation in district supported surveys. At meetings and following meetings, patrons provided input about what they liked and didn't like about the plan. Additional programs for after school and in the summer were the top priority. Additional one on one instruction for students and increased social support for students.

Response: Through the combined Site Council meetings the Superintendent holds during the end of the year. This includes all three building Councils.

Response: The school has reached out numerous times via social media about the ideas for learning loss in students due to the pandemic. There has been some response from parents and patrons who list more support for kids as a priority. The district also has a weekly radio spot that addresses all aspects of the district. Once a month, there is information on potential projects and ideas of how to use the ESSER III money to help our district in the process. Community members are encouraged to reach out to building principals and or the superintendent with their ideas. Community daycare, after school programs, more people in the schools to support kids, more security around the schools are some of the ideas brought from the community to the school from the radio spots. The superintendent also met with the County Commissioners, the City Council, the Economic Development, the Hospital board, the Civic groups of Lions Club, Rotary and Kiwanis's on usage of ESSER III funds to help support student learning. This tour of these organizations took place in the fall/winter of 22. AC at Stull Gym, more support staff, community daycare, additional CTE classes to prepare kids for work, mental health issues for kids, summer school programs, AC in East

Campus Gym, improve windows at East Campus and parts of the High School, are some of the feedback from these meetings with the superintendent.

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 211 has approximately 700 students, Prek - 12 enrolled in the 3 attendance centers across the district. These students left for Spring Break on March 2, 2020, and did not return to finish the 2019 - 2020 school year in person. While students had educational opportunities through remote learning, this did not meet the needs of all students. The start of the 2020 - 2021 school year started on the normal calendar, however, it was evident, that instructional loss, and social and emotional support were issues with students and staff. The 2021 - 2022 school year started on time, but has had its own challenges with both students and staff being sick and / or out of quarantine contributing to low attendance rates, chronic absenteeism, learning loss, and disengagement.

In reviewing our State Assessments, one year before Covid and two years since we cancelled classes in 2020, we have shown a significant loss in Reading and Math on State Assessments.

Math Assessments--All Students

2019	68.78% students in Level 1/2	31.21% in level 3/4
2020	No Tests	
2021	74.93% students in level 1/2	25.07% in level 3/4
2022.	82.02% students in level 1/2	17.96% in level 3/4

*Specifically in 10th Grade, it went from 61.7% up to 80.94% in level 1/2 and 38.28% down to 19.04% in level 3/4

*In 8th grade, it went from 84.73% in level 1/2 to 97.82% in level 1/2 and from 15.24% in level 3/4 to 2.17% in level 3/4

*in 3rd grade, it went from 45.82% in level 1/2 to 49.99% in level 1/2 and 54.16% in level 3/4 to 49.99% in level 3/4

Reading Assessments--All Grades

2019	57.5% in level 1/2	42.48% in level 3/4
2020	No tests	
2021.	62.46% in level 1/2	37.35% in level 3/4
2022	64.04% in level 1/2	35.94% in level 3/4

Reading Assessments--10th Grade

2019	63.82% in level 1/2	36.16% in level 3/4
2021	81.03% in level 1/2	18.96% in level 3/4
2022	71.42% in level 1/2	28.57% in level 3/4

Reading Assessments--8th Grade

2019	77.95% in level 1/2	22.02% in level 3/4
2021	72.4% in level 1/2	27.57 % in level 3/4
2022	80.43% in level 1/2	19.56% in level 3/4

Reading Assessments--3rd Grade

2019.	60.41% in level 1/2	39.58% in level 3/4
2021	75.6% in level 1/2	24.38% in level 3/4
2022	61.76% in level 1/2	38.23% in level 3/4

□Examples like this are found throughout the 3 instructional buildings, and at all the grades tested. The gaps at the Elementary school are not as severe as the other two buildings and some growth has been seen, from 2019 to 2021, but then a decline again from 2021 to 2022. This is due to fatigue and stress associated from not achieving the same level prior to covid. The JH/HS has not had an after-school program or summer school program traditionally in the District. It is vital that this money be used to bring these programs to these buildings to provide support for students who are showing signs of failure and fatigue being back to school full time. Even though level 2 is still acceptable in terms of achievement, we need to see the trend of students achieving success in level 3/4. Additionally resources and time made available to the students with certified staff and supplies will provide that support.

Chronic Absenteeism is evident in the past two years going up from 8.87% to 12.35% from the pre-covid year to the 21/22 school year. This does follow the state trend in this type of absenteeism. The part that is not as easily measured except by graduation rate and attendance rate is the mental aspect the students are facing after their routine has been altered for part of a year. The mental aspects of student fatigue and teacher fatigue of getting students back to normalcy is high and demanding. More support for the staff with social and emotional issues need to be addressed through support and programs designed to help these individuals.

The District is wanting to purchase FastBridge. We need the consistency that it will provide for our students and staff into identifying the issues to overcome student loss learning. We currently use Aims Web but we need better service and feel FastBridge will provide that. We will use ESSER III money to purchase this program and provide the appropriate training for staff to implement this program to meet the standards by KSDE. This will be used to meet the needs of those students for the secondary level to meet the screening needs for students with dyslexia concerns, and also to monitor the social emotional issues facing students post covid. We want to purchase the curriculum Way Finder for the social and emotional part of the learning loss. This ties into the FastBridge screener we will be using.

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

Over 20% of our ESSER III funds will address the academic impact of lost instructional time by utilizing our MTSS to implement Tiered Systems of Support within each building. Increased training and materials to further develop tiered training. The addition of a school social worker would be to provide support for students struggling with the return to school based on their feelings associated with the isolation of school closure. In addition, curriculum materials aligned with specific reading practices are being purchased to address learning loss. In-person instruction before and after school will be provided to students who may be currently struggling with coursework so that they do not get further behind in their studies. Summer learning will also be addressed through the junior high and high school programs to support opportunities to keep students on track to graduate with their cohort class.

The purchasing of FastBridge service program. In FastBridge, the component of SAEBR's would be vital to determine the social and emotional part for our students. The funds needed will be targeted toward implementing comprehensive assessment systems with high quality standards and skills based on content. This system will help support teachers to make targeted instructional decisions. We then will purchase WayFinder for the social and emotional curriculum from the screener.

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

Additional ESSER funds will support the improvement of indoor air quality, implementation of public health protocols required for the operation of school facilities, providing mental health services and supports to students and families, and supporting additional teacher duties and retention of staff.

Provide school leaders with resources necessary for individual schools:

- *. Provide professional development addressing learning loss
- *. Provide health care training for all staff
- *. Provide professional development mental health support for students / staff

Activities to address the needs of SES children or identified students on IEP's:

- *. Translate material for families
- *. Assistive technology
- *. Provide meals for students and monetary support for students supplies

Professional Development for Staff and Sanitation:

- *. Train all staff on sanitation

Purchasing Supplies to sanitize and cleaning of facilities:

- *. Purchase all appropriate supplies necessary for cleaning of all buildings

Purchase educational technology:

- *. Purchase tablets, laptops, assistive technology to support all levels of children
- *. Hire IT Staff to implement and support additional technology
- *. Provide mental health service support

Address learning loss:

- *. Purchase screeners or assessments to help identify student learning loss
- *. Provide tutoring services to students
- *. Purchase curriculum targeted toward areas which students have fallen behind

Inspection testing and other issues to improve the indoor air quality:

- *. Upgrade filtration HVAC systems for better air flow
- *. Add purification systems
- *. Improve air filtering systems

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

It is important to note the spending of ESSER III funding, the primary goal will be to have a positive impact on student achievement. Not only will the money be important for one time decisions, but with careful planning and a look to the future, how it will have a positive impact for years to come. As important as the materials are in increasing student data, the training of existing staff and new staff to meet the needs of the district is equally important. The impact of ESSER III funding will be monitored through an ongoing review of our data. Academic needs will be reviewed through the use of AimsWeb (Fall, Winter, and Spring) until we are able to purchase FastBridge to replace AimsWeb and the summative scores on the annual Kansas Assessment. Social, Emotional, and Mental Health needs will be reviewed through the Social, Academic, and Emotional Behavior Risk Screener (SAEBERS) that we want to be able to purchase with ESSER III funds. Taken in the Fall, Winter, and Spring and the Kansas Communities that Cares (KCTC) survey taken annually by students in grades 6, 8, 10, and 12. USD 211 wants to purchase FastBridge materials to meet the additional needs of student, and provide the staff with the appropriate training using FastBridge. 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 would also see an improvement in individual course grades, decreased retention on retaking of courses, and increases in our graduation rate.

We have been studying the best approach to recover student learning loss. We did not want to rush into a decision just to be approved. We know our students could benefit from some changes in our approach and through communication with all stakeholders we feel good about our process and projected growth. We have reached out to other districts in our area and ask and inquire with is working best for them as well as our own people. We know we need more adult support staff trained properly for student support. We also need a better PreK - 12 program to identify learning and to screen better for dyslexia, and social and emotional which we feel FastBridge will do for us.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$988,108	\$0	\$988,108	ESSER III Allocations	\$197,622
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$988,108	\$0	\$988,108	Amount Still Needed	\$197,622
In Review Total	\$718,108	\$0	\$718,108	In Review Total	\$217,796
Amount Left	\$270,000	\$0	\$270,000	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
211-3-0001	Direct	False	2600	610	7	\$25,000	Task Force Review
211-3-0002	Direct	False	1000	653	9	\$23,000	Task Force Review
211-3-0003	Direct	False	2730	619	7	\$4,000	Task Force Review
211-3-0004	Direct	False	2100	600	7	\$2,000	Task Force Review
211-3-0005	Direct	True	1000	653	9	\$36,000	Task Force Review
211-3-0006	Direct	False	1000	111	16	\$97,000	Task Force Review
211-3-0007	Direct	False	1000	120	16	\$18,000	Task Force Review
211-3-0008	Direct	False	1000	220	16	\$8,798	Task Force Review
211-3-0009	Direct	False	1000	290	16	\$375	Task Force Review
211-3-0010	Direct	False	2100	111	16	\$4,000	Task Force Review
211-3-0011	Direct	False	2100	120	16	\$2,000	Task Force Review
211-3-0012	Direct	False	2100	220	16	\$459	Task Force Review
211-3-0013	Direct	False	2100	290	16	\$6	Task Force Review
211-3-0014	Direct	False	2200	111	16	\$5,000	Task Force Review
211-3-0015	Direct	False	2200	121	16	\$4,000	Task Force Review
211-3-0016	Direct	False	2200	220	16	\$689	Task Force Review
211-3-0017	Direct	False	2200	290	16	\$9	Task Force Review
211-3-0018	Direct	False	2300	111	16	\$2,000	Task Force Review
211-3-0019	Direct	False	2310	121	16	\$2,000	Task Force Review
211-3-0020	Direct	False	2300	220	16	\$306	Task Force Review
211-3-0021	Direct	False	2300	290	16	\$4	Task Force Review
211-3-0022	Direct	False	2400	110	16	\$6,000	Task Force Review
211-3-0023	Direct	False	2400	120	16	\$6,000	Task Force Review
211-3-0024	Direct	False	2400	220	16	\$918	Task Force Review
211-3-0025	Direct	False	2400	290	16	\$12	Task Force Review
211-3-0026	Direct	False	2500	121	16	\$2,000	Task Force Review
211-3-0027	Direct	False	2500	220	16	\$153	Task Force Review
211-3-0028	Direct	False	2500	290	16	\$2	Task Force Review
211-3-0029	Direct	False	2610	121	16	\$2,000	Task Force Review
211-3-0030	Direct	False	2610	220	16	\$153	Task Force Review

211-3-0031	Direct	False	2610	290	16	\$2	Task Force Review
211-3-0032	Direct	False	2620	121	16	\$10,000	Task Force Review
211-3-0033	Direct	False	2620	220	16	\$765	Task Force Review
211-3-0034	Direct	False	2620	290	16	\$10	Task Force Review
211-3-0035	Direct	False	2630	121	16	\$2,000	Task Force Review
211-3-0036	Direct	False	2630	220	16	\$153	Task Force Review
211-3-0037	Direct	False	2630	290	16	\$264	Task Force Review
211-3-0038	Direct	False	2710	120	16	\$14,000	Task Force Review
211-3-0039	Direct	False	2710	220	16	\$1,071	Task Force Review
211-3-0040	Direct	False	2710	290	16	\$14	Task Force Review
211-3-0041	Direct	False	3100	120	16	\$16,000	Task Force Review
211-3-0042	Direct	False	3100	220	16	\$1,224	Task Force Review
211-3-0043	Direct	False	3100	290	16	\$16	Task Force Review
211-3-0044	Direct	True	1000	111	11A	\$15,000	Task Force Review
211-3-0045	Direct	True	1000	220	11A	\$1,145	Task Force Review
211-3-0046	Direct	True	1000	290	11A	\$15	Task Force Review
211-3-0047	Direct	False	3100	730	16	\$22,000	Task Force Review
211-3-0049	Direct	False	1000	734	9	\$50,000	Task Force Review
211-3-0050	Direct	False	2300	590	3	\$3,000	Task Force Review
211-3-0051	Direct	False	2100	125	2	\$5,000	Task Force Review
211-3-0052	Direct	False	2100	220	2	\$383	Task Force Review
211-3-0053	Direct	False	2100	290	2	\$5	Task Force Review
211-3-0054	Direct	False	2500	126	16	\$4,000	Task Force Review
211-3-0055	Direct	False	2500	220	16	\$306	Task Force Review
211-3-0056	Direct	False	2500	290	16	\$4	Task Force Review
211-3-0057	Direct	False	3100	610	16	\$4,000	Task Force Review
211-3-0058	Direct	False	2100	125	2	\$4,000	Task Force Review
211-3-0059	Direct	False	2100	220	2	\$306	Task Force Review
211-3-0060	Direct	False	2100	290	2	\$4	Task Force Review
211-3-0061	Direct	True	1000	121	4	\$15,000	Task Force Review
211-3-0062	Direct	True	1000	220	4	\$1,145	Task Force Review
211-3-0063	Direct	True	1000	290	4	\$15	Task Force Review
211-3-0064	Direct	True	1000	121	12	\$24,320	Task Force Review
211-3-0065	Direct	True	1000	220	12	\$1,856	Task Force Review
211-3-0066	Direct	True	1000	290	12	\$24	Task Force Review
211-3-0067	Direct	False	1000	600	11A	\$15,000	Task Force Review
211-3-0068	Direct	True	1000	653	9	\$7,500	Task Force Review
211-3-0069	Direct	True	1000	653	9	\$1,800	Task Force Review
211-3-0070	Direct	False	1000	610	12	\$5,800	Task Force Review
211-3-0071	Direct	True	1000	610	9	\$550	Task Force Review
211-3-0072	Direct	True	1000	150	12	\$21,600	Task Force Review
211-3-0073	Direct	True	1000	644	3	\$2,500	Task Force Review

211-3-0074	Direct	True	1000	111	12	\$44,000	Task Force Review
211-3-0075	Direct	True	1000	220	12	\$3,328	Task Force Review
211-3-0076	Direct	True	1000	290	12	\$41	Task Force Review
211-3-0077	Direct	True	1000	121	12	\$23,636	Task Force Review
211-3-0078	Direct	True	1000	220	12	\$1,792	Task Force Review
211-3-0079	Direct	True	1000	290	12	\$16	Task Force Review
211-3-0080	Direct	True	1000	121	12	\$15,331	Task Force Review
211-3-0081	Direct	True	1000	220	12	\$1,173	Task Force Review
211-3-0082	Direct	True	1000	290	12	\$9	Task Force Review
211-3-0083	Direct	False	1000	736	9	\$125,101	Task Force Review

Line Item Details

Line Item ID: 211-3-0001

Allocation Type

Direct Allocation

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

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

Account Name

Maintenance supplies

Account Number

02-2600-610-00

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

To maintain the cleanliness and sanitizing the buildings to keep the germs down through out the school system. To keep the desk clean after each class period.

Amend: the purchasing of paper towels, lysol disinfectant spray, latex gloves, hand sanitizer, and sanitizing spray to use on surfaces. The purchase of air filters since we change them more often now to keep the germs down throughout the buildings.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$0

Budgeted Expenditures in SFY 2024 \$25,000

Total Expenditures \$25,000

Status

Task Force Review

Line Item ID: 211-3-0002

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

Software

Account Number

02-1000-653-00

Function Code

Object Code

Allowable Use

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

The purchasing of software for each school to assist in the academic development and growth of the students. Students could do this in school as well as out of school if needed.

MICROSOFT OFFICE:

Microsoft Office is a software suite that includes various applications such as Word, Excel, PowerPoint, and Outlook, which are commonly used in K-12 schools for a variety of purposes.

Word is a word-processing application that can be used for writing papers, creating reports, and developing instructional materials. Excel is a spreadsheet application that can be used for data analysis and graphing. PowerPoint is a presentation application that can be used to create visual aids for classroom presentations. Outlook is an email application that can be used for communication between teachers, students, and parents.

Microsoft Office is widely used in K-12 schools because it is user-friendly and offers a range of tools that can enhance productivity, collaboration, and accessibility. Students and teachers can use these applications to create, edit, and share documents, as well as to collaborate on projects and assignments. Additionally, many of these applications are used in the professional world, so teaching students how to use them can help prepare them for future careers.

ADOBE Creative Cloud License:

The Adobe Creative Cloud Suite is a collection of software applications that are widely used in K-12 schools for various creative purposes. This suite includes applications such as Photoshop, Illustrator, InDesign, Premiere Pro, and Acrobat.

Photoshop is a graphics editing software that can be used for image editing and design. Illustrator is a vector graphics editor that can be used for creating illustrations, logos, and other graphic designs. InDesign is a desktop publishing software that can be used for creating layouts for books, magazines, and other publications. Premiere Pro is a video editing software that can be used for creating videos and movies. Acrobat is a PDF editor that can be used for creating and editing PDF documents. The Adobe Creative Cloud Suite is often used in K-12 schools for projects such as creating digital portfolios, designing posters and flyers, creating video projects, and publishing student work. Additionally, the suite offers a range of features that can help enhance creativity and teach valuable skills, such as graphic design and video production.

Overall, the Adobe Creative Cloud Suite is a valuable tool for K-12 schools to promote creativity and provide students with the skills necessary for success in various fields, including media, design, and communications.

GOOGLE WORKSPACE Enterprise:

Google Workspace Enterprise is a cloud-based suite of productivity and collaboration tools that is widely used in K-12 schools. This suite includes applications such as Gmail, Google Drive, Google Docs, Google Sheets, and Google Slides.

Gmail is an email application that allows teachers, students, and staff to communicate and collaborate easily. Google Drive is a cloud-based storage service that allows users to store and share files with others. Google Docs, Sheets, and Slides are applications that allow users to create and edit documents, spreadsheets, and presentations collaboratively in real-time.

Google Workspace Enterprise is often used in K-12 schools to support communication, collaboration, and productivity.

Teachers and students can use these applications to create, edit, and share documents, as well as to collaborate on projects and assignments in real-time. Additionally, the suite offers a range of features that can help enhance productivity, such as the ability to integrate with other software programs and access files from any device with an internet connection.

Overall, Google Workspace Enterprise is a valuable tool for K-12 schools to support communication, collaboration, and productivity among teachers, students, and staff. These applications can help to streamline workflows, improve communication, and promote collaboration, while also providing easy access to files and documents from any device with an internet connection.

AMPLIFIED IT Admin Tools :

Amplified IT Admin Tools Unlimited is a software program that is designed for K-12 schools to help IT administrators manage and maintain their Google Workspace environments. This program provides a suite of tools that can help IT administrators automate tasks, manage users and devices, and monitor and secure their Google Workspace domains.

With Amplified IT Admin Tools Unlimited, IT administrators can perform a wide range of tasks, such as creating and managing user accounts, setting up access controls, configuring policies, and troubleshooting issues. This program also includes a range of tools for device management, such as the ability to manage Chromebooks and other devices remotely, deploy and manage

apps, and monitor device usage.

Overall, Amplified IT Admin Tools Unlimited is a valuable tool for K-12 schools to help IT administrators manage and maintain their Google Workspace environments. This program can help to streamline workflows, automate tasks, and ensure that the school's Google Workspace domain is secure and up-to-date. By providing IT administrators with the tools they need to manage their Google Workspace environment, Amplified IT Admin Tools Unlimited can help K-12 schools to provide a better experience for teachers, students, and staff.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$23,000
Total Expenditures	\$23,000

Status
Task Force Review

Line Item Comment from KSDE

Justification: Clarification – Please provide additional information clarifying what software will be purchased to address the student learning loss due to COVID-19. Also, provide information on what student subgroup that was most impacted will use these interventions to address the learning loss (such as students with disabilities, migrant, students experiencing homelessness, students in foster care, English language learners, etc.).

Line Item ID: 211-3-0003

Allocation Type	Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure	
Direct Allocation	NO - this item is not marked for Learning Loss Set Aside Expenditure	
Account Name	Account Number	
Transportation supplies	02-2730-619-00	
Function Code	Object Code	Allowable Use
2730 - Vehicle Servicing and Maintenance	619 - Other Supplies and Materials	7 - Purchasing supplies to sanitize and clean LEA and school facilities.

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

To purchase gloves, sanitizing cleaners and Lysol spray to use daily on the buses.

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

Status
Task Force Review

Line Item ID: 211-3-0004

Allocation Type

Direct Allocation

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

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

Account Name

Nurse Supplies

Account Number

02-2100-600-51

Function Code

2100 - Support Services (Students)

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

The purchasing of gloves, gowns, mask and other supplies needed for the nurse to use while working with the sick students. These items will be used to protect her and the student from any other contamination. the purchase of any other items she feels is necessary for the covid protection protocol.

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

Status

Task Force Review

Line Item ID: 211-3-0005

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

SOFTWARE

Account Number

02-1000-653-00

Function Code

1000 - Instruction

Object Code

653 - 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

This is for the FastBridge and Wayfinder software and training that we are wanting to implement in the district. Amend:USD 211 wants to incorporate Wayfinder's research backed six core skills with support from the purchase of fastbridge using ESSER III money to incorporate future ready skills in order to connect classroom learning to the real world. The cores that will be monitored and checked will be self-awareness, adaptability, empathy, collaboration, agency and purpose. Wayfinder will allow staff to learn to listen to students and help them find purpose in school and after school. The important part of this curriculum in conjunction with fastbridge is to help student find purpose and support that direction the student chooses to take. It is developed to help the student be more improved in their outlook of life and what is around them while being in school and giving them confidence of their own destiny. Wayfinder allows students who have experience social and emotional distress due to Covid and other secondary related issues, a purpose and direction to overcome the anxiety and provide them confidence in their own ability to reach a higher level of excellence. This will assist in all subgroups.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$36,000
Total Expenditures	\$36,000

Status

Task Force Review

Line Item ID: 211-3-0006

Allocation Type

Direct Allocation

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

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

Account Name

CERTIFIED SALARIES

Account Number

02-1000-111-00

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

We are wanting to do a retention payment in August 2023 and also January 2024 To retain our qualified staff. It is to hard to find qualified staff. This would cover 48.5 staff for a \$1000 bonus each time. We have one staff that we split his salary between certified and curriculum.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$97,000
Total Expenditures	\$97,000

Status

Task Force Review

Line Item ID: 211-3-0007

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

NON-CERTIFIED SALARY

Account Number

02-1000-120-00

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

RETENTION SALARY FOR OUR NON-CERTIFIED STAFF FOR \$1000 PAYMENT IN AUGUST 2023 AND JANUARY 2024 PAYMENT. WANTING TO KEEP THE QUALIFIED STAFF THAT WE HAVE. This would cover 9 staff members for both pay periods at \$1000 each.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$18,000
Total Expenditures	\$18,000

Status

Task Force Review

Line Item ID: 211-3-0008

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

SOCIAL SECURITY

Account Number

02-1000-220-00

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

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

SOCIAL SECURITY LINE FOR RETENTION SALARY

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$8,798
Total Expenditures	<u>\$8,798</u>

Status

Task Force Review

Line Item ID: 211-3-0009

Allocation Type

Direct Allocation

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

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

Account Name

OTHER EMPLOYEE BENEFITS

Account Number

02-1000-290-00

Function Code

1000 - Instruction

Object Code

290 - Other Employee Benefits

Allowable Use

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

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

OTHER EMPLOYEE BENEFITS FOR RETENTION PAY

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$375
Total Expenditures	<u>\$375</u>

Status

Task Force Review

Line Item ID: 211-3-0010

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

COUNSELOR SALARIES

Account Number

01-2100-111-41

Function Code

2100 - Support Services (Students)

Object Code

111 - Full-Time Certified Salaries

Allowable Use

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

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

WE ARE WANTING TO DO A RETENTION PAY OF \$1000 IN AUGUST 2023 AND JANUARY 2024 FOR OUR QUALIFIED STAFF TO KEEP THEM. THIS WOULD COVER BOTH OUR GRADE SCHOOL AND JH/HIGH SCHOOL COUNSELOR.

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

Status

Task Force Review

Line Item ID: 211-3-0011

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

NURSE SALARY

Account Number

02-2100-120-00

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

WE ARE WANTING TO DO A RETENTION PAY OF \$1000 IN AUGUST 2023 AND JANUARY 2024 FOR OUR TRAINED & QUALIFIED STAFF FOR APPRECIATION OF THEIR HARD WORK. WE HAVE THE ONE NURSE THAT COVERS THE WHOLE DISTRICT.

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

Status

Task Force Review

Line Item ID: 211-3-0012

Allocation Type

Direct Allocation

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

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

Account Name

SOCIAL SECURITY

Account Number

02-2100-220-00

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 LINE FOR OUR COUNSELOR AND NURSE RETENTION PAY

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$459**Total Expenditures** \$459**Status**

Task Force Review

Line Item ID: 211-3-0013

Allocation Type

Direct Allocation

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

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

Account Name

OTHER EMPLOYEE BENEFIT

Account Number

02-2100-290-00

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

OTHER EMPLOYEE BENEFIT FOR THE COUNSELOR AND NURSE PAYROLL LINE

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

Task Force Review

Line Item ID: 211-3-0014

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

CURR/TECH/LIBRARIAN SALARY

Account Number

02-2200-111-00

Function Code

2200 - Support Services (Instructional Staff)

Object Code

111 - Full-Time Certified Salaries

Allowable Use

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

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

WE ARE WANTING TO DO A RETENTION PAY OF \$1000 IN AUGUST 2023 AND JANUARY 2024 FOR OUR QUALIFIED STAFF RETURNING TO OUR DISTRICT. THIS WOULD COVER 2.5 CERTIFIED STAFF. WE HAVE ONE STAFF THAT HIS SALARY IS SPLIT BETWEEN CERTIFIED AND CURRICULUM .

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$5,000
Total Expenditures	\$5,000

Status

Task Force Review

Line Item ID: 211-3-0015

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

LIBRARY AIDES

Account Number

02-2200-121-00

Function Code

2200 - Support Services (Instructional Staff)

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

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

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

RETENTION PAY FOR OUR 2 LIBRARY AIDES FOR THE DISTRICT OF \$1000 ON AUGUST 2023 AND JANUARY 2024 TO MAINTAIN QUALIFIED STAFF. WE MAINTAIN 1 AIDE AT THE GRADE SCHOOL AND 1 AT THE JH/HIGH SCHOOL LIBRARY.

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

Status

Task Force Review

Line Item ID: 211-3-0016

Allocation Type

Direct Allocation

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

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

Account Name

SOCIAL SECURITY

Account Number

02-2200-220-00

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

THE SOCIAL SECURITY DEDUCTION LINE FOR OUR CURRICULUM, TECHNOLOGY AND LIBRARIAN ALONG WITH OUR 2 LIBRARY AIDES

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$689**Total Expenditures** \$689**Status**

Task Force Review

Line Item ID: 211-3-0017

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

OTHER EMPLOYEE BENEFITS

Account Number

02-2200-290-00

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

OTHER EMPLOYEE BENEFITS FOR OUR CURRICULUM, TECHNOLOGY AND LIBRARIAN ALONG WITH OUR LIBRARY AIDES.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$9**Total Expenditures** \$9**Status**

Task Force Review

Line Item ID: 211-3-0018

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

SUPT SALARY

Account Number

02-2300-111-00

Function Code

2300 - Support Services (General Administration)

Object Code

111 - Full-Time Certified Salaries

Allowable Use

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

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

RETENTION PAY FOR OUR SUPERINTENDENT OF \$1000 FOR AUGUST 2023 AND JANUARY 2024 TO MAINTAIN QUALIFIED STAFF

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$2,000**Total Expenditures** \$2,000**Status**

Task Force Review

Line Item ID: 211-3-0019

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

CLERK SALARY

Account Number

02-2300-121-00

Function Code

2310 - Board of Education Services

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

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

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

RETENTION PAY FOR THE BOARD CLERK ON AUGUST 2023 AND JANUARY 2024 TO MAINTAIN QUALIFIED STAFF

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$2,000**Total Expenditures** \$2,000**Status**

Task Force Review

Line Item ID: 211-3-0020

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

SOCIAL SECURITY

Account Number

02-2300-220-00

Function Code

2300 - Support Services (General Administration)

Object Code

220 - Social Security Contributions

Allowable Use

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

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

SOCIAL SECURITY LINE FOR THE SUPT AND CLERKS SALARY

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$306
Total Expenditures	\$306

Status

Task Force Review

Line Item ID: 211-3-0021

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

OTHER EMPLOYEE BENEFIT

Account Number

02-2300-290-00

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

OTHER EMPLOYEE BENEFIT LINE FOR SUPT AND CLERKS SALARY DEDUCTIONS

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$4
Total Expenditures	\$4

Status

Task Force Review

Line Item ID: 211-3-0022

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

PRINCIPAL SALARIES

Account Number

02-2400-110-00

Function Code

2400 - Support Services (School Administration)

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

RETENTION PAY FOR OUR 3 PRINCIPALS TO MAINTIAN QUALIFIED STAFF IN THE AMOUNT OF \$1000 FOR AUGUST 2023 AND JANUARY 2024 PAYMENTS . QUALIFIED AND RELIABLE STAFF IS HARD TO FIND. THEY KEEP ON TOP OF THE STAFF FOR MAINTAINING COVID CLEANLINESS.

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: 211-3-0023

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

SCHOOL SECRETARIES

Account Number

02-2400-120-00

Function Code

2400 - Support Services (School Administration)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

RETENTION PAY FOR OUR 3 SCHOOL SECRETARIES IN THE AMOUNT OF \$1000 FOR AUGUST 2023 AND JANUARY 2024 TO MAINTAIN QUALIFIED AND RELIABLE STAFF THAT IS THERE TO ASSIST THE STUDENTS AND STAFF. WE HAVE ADDED ONE MORE SECRETARY AFTER OUR APPLICATION SO THIS MAY CHANGE TO \$8000 TOTAL.

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: 211-3-0024

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

SOCIAL SECURITY

Account Number

02-2400-220-00

Function Code

2400 - Support Services (School Administration)

Object Code

220 - Social Security Contributions

Allowable Use

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

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

SOCIAL SECURITY DEDUCTION LINE

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$918
Total Expenditures	\$918

Status

Task Force Review

Line Item ID: 211-3-0025

Allocation Type

Direct Allocation

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

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

Account Name

OTHER EMPLOYEE BENEFITS

Account Number

02-2400-290-00

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

OTHER EMPLOYEE BENEFIT DEDUCTION LINE

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$12
Total Expenditures	\$12

Status

Task Force Review

Line Item ID: 211-3-0026

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

TREASURER SALARY

Account Number

02-2500-121-00

Function Code

2500 - Central Services

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

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

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

RETENTION PAY FOR OUR TREASURER IN THE AMOUNT OF \$1000 FOR AUGUST 2023 AND JANUARY 2024 TO MAINTAIN THE RECORDS NEEDED TO REPORT ALL THE COVID REPORTS THAT ARE DUE TO THE STATE AND OTHER REPORTS THAT SHE HAS TO MAINTAIN TO KEEP OUR SCHOOL WITHIN THE GUIDELINES OF THE STATE.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$2,000
Total Expenditures	\$2,000

Status

Task Force Review

Line Item ID: 211-3-0027

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

SOCIAL SECURITY

Account Number

02-2500-220-00

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

SOCIAL SECURITY DEDUCTION LINE

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$153
Total Expenditures	\$153

Status

Task Force Review

Line Item ID: 211-3-0028

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

OTHER EMPLOYEE BENEFIT

Account Number

02-2500-290-00

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

OTHER EMPLOYEE BENEFIT DEDUCTION LINE

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$2
Total Expenditures	\$2

Status

Task Force Review

Line Item ID: 211-3-0029

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

MAINTENANCE SUPERVISOR SALARY

Account Number

02-2610-121-00

Function Code

2610 - Operation of Building

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

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

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

RETENTION PAY FOR OUR MAINTENANCE SUPERVISOR IN THE AMOUNT OF \$1000 FOR AUGUST 2023 AND JANUARY 2024 FOR OVERSEEING THE SANITIZING OF SCHOOL BUILDINGS TO PREVENT COVID SPREADING.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$2,000
Total Expenditures	\$2,000

Status

Task Force Review

Line Item ID: 211-3-0030

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

SOCIAL SECURITY

Account Number

02-2610-220-00

Function Code

2610 - Operation of Building

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 DEDUCTION LINE

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$0
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Budgeted Expenditures in SFY 2024	\$153
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Total Expenditures	\$153
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Status

Task Force Review

Line Item ID: 211-3-0031

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

OTHER EMPLOYEE BENEFIT

Account Number

02-2610-290-00

Function Code

2610 - Operation of Building

Object Code

290 - Other Employee Benefits

Allowable Use

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

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

OTHER EMPLOYEE BENEFIT DEDUCTION LINE

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

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

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

Budgeted Expenditures in SFY 2024	\$2
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Total Expenditures	\$2
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Status

Task Force Review

Line Item ID: 211-3-0032

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

CUSTODIAN SALARIES

Account Number

02-2620-121-00

Function Code

2620 - Maintenance of Buildings

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

CUSTODIAL RETENTION PAY FOR OUR 5 STAFF MEMBERS IN THE AMOUNT OF \$1000 FOR AUGUST 2023 AND JANUARY 2024. OUR CLEANING STAFF MAINTAIN CLEANLINESS FOR PROTECTION FROM COVID SPREADING IN ALL OF OUR BUILDINGS. WE HAVE LOTS OF ACTIVITIES IN OUR BUILDINGS EACH DAY, SO THEY SPEND ALOT OF TIME DOING EXTRA CLEANING.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$10,000
Total Expenditures	\$10,000

Status

Task Force Review

Line Item ID: 211-3-0033

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

SOCIAL SECURITY

Account Number

02-2620-220-00

Function Code

2620 - Maintenance of Buildings

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 DEDUCTION LINE

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$765
Total Expenditures	\$765

Status

Task Force Review

Line Item ID: 211-3-0034

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

OTHER EMPLOYEE BENEFITS

Account Number

02-2620-290-00

Function Code

2620 - Maintenance of Buildings

Object Code

290 - Other Employee Benefits

Allowable Use

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

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

OTHER EMPLOYEE BENEFIT DEDUCTION LINE

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$10
Total Expenditures	\$10

Status

Task Force Review

Line Item ID: 211-3-0035

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

GROUNDS SALARY

Account Number

02-2630-121-00

Function Code

2630 - Care and Upkeep of Grounds

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

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

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

RETENTION PAY FOR OUR GROUNDS KEEPER IN THE AMOUNT OF \$1000 FOR AUGUST 2023 AND JANUARY 2024. HE HELPS TO MAINTAIN OUR FACILITIES FOR PREVENTION OF COVID SPREADING.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$2,000
Total Expenditures	\$2,000

Status

Task Force Review

Line Item ID: 211-3-0036

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

SOCIAL SECURITY

Account Number

02-2630-220-00

Function Code

2630 - Care and Upkeep of Grounds

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 DEDUCTION LINE

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

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

Budgeted Expenditures in SFY 2024	\$153
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Total Expenditures	\$153
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Status

Task Force Review

Line Item ID: 211-3-0037

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

OTHER EMPLOYEE BENEFITS

Account Number

02-2630-290-00

Function Code

2630 - Care and Upkeep of Grounds

Object Code

290 - Other Employee Benefits

Allowable Use

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

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

OTHER EMPLOYEE BENEFITS

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

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

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

Budgeted Expenditures in SFY 2024	\$264
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Total Expenditures	\$264
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Status

Task Force Review

Line Item ID: 211-3-0038

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

BUS DRIVERS SALARY

Account Number

02-2710-120-00

Function Code

2710 - Vehicle Operation

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

RETENTION PAY FOR OUR 7 QUALIFIED BUS DRIVERS IN THE AMOUNT OF \$1000 FOR AUGUST 2023 AND JANUARY 2024 . THE DRIVERS ARE HAVING TO CLEAN THEIR BUSES 2 X A DAY TO KEEP THEM SANITIZE TO PREVENT COVID SPREADING. EXTRA CLEANING IS DONE BY EACH DRIVER.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$14,000
Total Expenditures	\$14,000

Status

Task Force Review

Line Item ID: 211-3-0039

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

SOCIAL SECURITY

Account Number

02-2710-220-00

Function Code

2710 - Vehicle Operation

Object Code

220 - Social Security Contributions

Allowable Use

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

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

SOCIAL SECURITY DEDUCTION LINE

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$1,071
Total Expenditures	\$1,071

Status

Task Force Review

Line Item ID: 211-3-0040

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

OTHER EMPLOYEE BENEFIT

Account Number

02-2710-290-00

Function Code

2710 - Vehicle Operation

Object Code

290 - Other Employee Benefits

Allowable Use

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

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

OTHER EMPLOYEE BENEFIT DEDUCTION

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$14
Total Expenditures	\$14

Status

Task Force Review

Line Item ID: 211-3-0041

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

COOKS SALARIES

Account Number

02-3100-120-00

Function Code

3100 - Food Service Operations

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

RETENTION PAY OF \$1000 FOR OUR 8 COOKS FOR BOTH SCHOOL FOR AUGUST 2023 AND JANUARY 2024 FOR QUALIFIED & RELIABLE STAFF TO MAINTAIN OUR KITCHENS AND PREPARES FOOD FOR THE STUDENTS AND STAFF. THE COOKS ARE HAVING TO DO EXTRA PACKAGING OF SILVERWARE AND FOOD FOR COVID PREVENTION.

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: 211-3-0042

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

SOCIAL SECURITY

Account Number

02-3100-220-00

Function Code

3100 - Food Service Operations

Object Code

220 - Social Security Contributions

Allowable Use

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

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

SOCIAL SECURITY DEDUCTION LINE

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$1,224**Total Expenditures** \$1,224**Status**

Task Force Review

Line Item ID: 211-3-0043

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

OTHER EMPLOYEE BENEFIT

Account Number

02-3100-290-00

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

OTHER EMPLOYEE DEDUCTION LINE

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

Task Force Review

Line Item ID: 211-3-0044

Allocation Type

Direct Allocation

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

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

Account Name

SUMMER SCHOOL SALARIES

Account Number

02-1000-111-00

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 STAFF TO ASSIST THE STUDENTS WHO HAVE FALLEN BEHIND SINCE THE COVID HAS HIT DUE TO THE SOCIAL AND EMOTIONAL STRESS OF LEARNING ON LINE AND NOT HAVING THE CLASSROOM ASSISTANCE. SOME STUDENTS WERE HELD BACK BECAUSE THEY WERE BEHIND WHEN COMING BACK TO SCHOOL AND WAS NEEDING MORE ASSISTANCE DURING THE SUMMER TO CATCH UP. We will run 6 - 8 teachers during the 2 week session with approximately 60 students. Summer school starts the following Monday after school ends on Thursday and go for 2 weeks. The next session will begin 2 weeks prior to the beginning of school.

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
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Total Expenditures	\$15,000
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Status

Task Force Review

Line Item ID: 211-3-0045

Allocation Type

Direct Allocation

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

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

Account Name

SOCIAL SECURITY

Account Number

02-1000-220-00

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 DEDUCTION LINE FOR SUMMER SCHOOL STAFF

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

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

Budgeted Expenditures in SFY 2023	\$0
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Budgeted Expenditures in SFY 2024	\$1,145
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Total Expenditures	\$1,145
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Status

Task Force Review

Line Item ID: 211-3-0046

Allocation Type

Direct Allocation

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

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

Account Name

OTHER EMPLOYEE BENEFITS

Account Number

02-1000-290-00

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

OTHER EMPLOYEE BENEFITS FOR SUMMER SCHOOL STAFF

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$15**Total Expenditures** \$15**Status**

Task Force Review

Line Item ID: 211-3-0047

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

EQUIPMENT

Account Number

02-3100-730-00

Function Code

3100 - Food Service Operations

Object Code

730 - Equipment

Allowable Use

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

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

6 TABLES FOR THE ELEMENTARY SCHOOL IN THE DINING ROOM THAT HAS INDIVIDUAL SEATING TO KEEP THE STUDENTS SPACED OUT INSTEAD OF A BENCH STYLE SO THEY ARE NOT SITTING ON TOP OF EACH OTHER TO KEEP THEIR DISTANCE TO PREVENT COVID SPREADING. THIS WAY THE KIDS ARE SPREAD OUT MORE AND NOT QUITE SO APT TO MESS WITH OTHER STUDENTS UTENSILS AND PLATE. EACH TABLE RUNS APPROXIMATELY \$2800 EACH AND THE REMAINING AMOUNT IS THE FREIGHT TO SHIP THEM TO OUR SCHOOL.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$22,000**Total Expenditures** \$22,000**Status**

Task Force Review

Line Item ID: 211-3-0049

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

Direct Allocation

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

Account Name

Account Number

SMART WHITE BOARDS

02-1000-734-00

Function Code

Object Code

Allowable Use

1000 - Instruction

734 - Technology -Related Hardware

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

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

Here are some examples how Interactive smart boards can address learning loss in various subgroups of students :

1. Students with learning disabilities: Interactive smart boards can provide visual and auditory supports to help students with learning disabilities engage with the material. Teachers can use the boards to display visuals, videos, and other interactive content that can help students better understand concepts.
2. English language learners (ELLs): Interactive smart boards can be used to provide ELLs with visual aids, such as images and videos, that can help them better understand new vocabulary and concepts. Teachers can also use the boards to model language and provide opportunities for interactive practice.
3. Low-income students: Interactive smart boards can help level the playing field for low-income students by providing them with access to technology and digital resources that they might not have at home. Teachers can also use the boards to provide differentiated instruction and targeted feedback to help these students catch up to their peers.
4. Students with behavioral or emotional challenges: Interactive smart boards can provide these students with engaging and interactive activities that can help them stay focused and motivated in class. Teachers can also use the boards to provide immediate feedback and reinforce positive behavior.

Overall, interactive smart boards can be a valuable tool for addressing learning loss in various subgroups of students by providing differentiated instruction, engagement, and accessibility to digital resources.

(We are looking at buying 50 of these to put in the various classrooms that have students that need the assistance with learning. They are approximately \$2500 each. They will be used exclusively in our summer school and our after school programs for those students.)

Response is in brackets above that shows the number of units to purchase and the price.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$50,000
Total Expenditures	\$50,000

Status

Task Force Review

Line Item Comment from KSDE

Justification: Clarification – Please provide the number of devices to be purchased to address learning loss due to COVID-19.
Note: Equipment that is \$5000 or more (each) requires the Equipment purchase form be submitted for approval.

Line Item ID: 211-3-0050

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

PURCHASED SERVICE

Account Number

02-2300-590-00

Function Code

2300 - Support Services (General Administration)

Object Code

590 - Inter-educational, Interagency 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

This is for our Remind that we use to communicate with parents on school closures, change of times, emergency information, covid updates. This is the fastest and safest way to communicate between parents and staff on updates on our procedures and policy for mask mandates. We use this also for our bussing communication updates.

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: 211-3-0051

Allocation Type

Direct Allocation

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

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

Account Name

NURSE AID

Account Number

02-2100-125-00

Function Code

2100 - Support Services (Students)

Object Code

125 - Temporary Salaries for Non-Certified Staff

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

A nurse aid will help our Nurse track and document the continued cases of covid in the District. Our one nurse covering 3 schools with 700 students is not enough support for the staff and families in the district. She is kept busy with handing out medication throughout the day, so her time is really limited. The aid would be there to help lighten the case overload our main nurse has.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$5,000
Total Expenditures	\$5,000

Status

Task Force Review

Line Item ID: 211-3-0052

Allocation Type

Direct Allocation

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

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

Account Name

SOCIAL SECURITY

Account Number

02-2100-220-00

Function Code

2100 - Support Services (Students)

Object Code

220 - Social Security Contributions

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

SOCIAL SECURITY DEDUCTION LINE FOR THE NURSE AID

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$383
Total Expenditures	\$383

Status

Task Force Review

Line Item ID: 211-3-0053

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

OTHER EMPLOYEE BENEFIT

Account Number

02-2100-290-00

Function Code

2100 - Support Services (Students)

Object Code

290 - Other Employee Benefits

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

OTHER EMPLOYEE BENEFIT LINE FOR NURSE AID

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$5
Total Expenditures	\$5

Status

Task Force Review

Line Item ID: 211-3-0054

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

TREASURER OVERTIME

Account Number

02-2500-126-00

Function Code

2500 - Central Services

Object Code

126 - Overtime 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 treasurer spends a lot of time on keeping track of the ESSER funds and all the reports that come with it. She has to track all the expenses and make sure they are recorded correctly. This takes a lot of time out of her regular duties she has for the district. There is a lot of paperwork with the ESSER funds that need taken care of on a regular basis.

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

Task Force Review

Line Item Comment from KSDE

This is an indirect cost rate.

Line Item ID: 211-3-0055

Allocation Type

Direct Allocation

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

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

Account Name

SOCIAL SECURITY

Account Number

02-2500-220-00

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

SOCIAL SECURITY DEDUCTION LINE FOR TREASURER OVERTIME

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$0
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Budgeted Expenditures in SFY 2024	\$306
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Total Expenditures	\$306
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Status

Task Force Review

Line Item Comment from KSDE

This is an indirect cost rate.

Line Item ID: 211-3-0056

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

OTHER EMPLOYEE BENEFITS

Account Number

02-2500-290-00

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

OTHER EMPLOYEE BENEFITS FOR THE TREASURER OVERTIME

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$4
Total Expenditures	\$4

Status

Task Force Review

Line Item Comment from KSDE

This is an indirect cost rate.

Line Item ID: 211-3-0057

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

KITCHEN SUPPLIES

Account Number

02-3100-610-00

Function Code

3100 - Food Service Operations

Object Code

610 - General Supplies and Materials

Allowable Use

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

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

To purchase the supplies that are needed to keep the kitchen stocked with the extra protection that is needed for covid prevention. The kitchen goes through lot more paper products like napkins since all the silverware is now wrapped daily, so the kids aren't touching every piece. The grab and go is now in paper bags and containers so they aren't touching all the handles of the food items. they are all packaged for them to come by and pick up. The extra cleaning rags that are needed to wipe the tables down after each class comes through. they use new clothes for each wiping.

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

Status

Task Force Review

Line Item ID: 211-3-0058

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

NURSE OVERTIME

Account Number

02-2100-125-00

Function Code

2100 - Support Services (Students)

Object Code

125 - Temporary Salaries for Non-Certified Staff

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 cover the extra time the nurse spends testing students and doing contract tracing within our school district. with over 700 students and 165 staff members, it keeps her busy checking if someone comes down sick.

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

Status

Task Force Review

Line Item ID: 211-3-0059

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

SOCIAL SECURITY

Account Number

02-2100-220-00

Function Code

2100 - Support Services (Students)

Object Code

220 - Social Security Contributions

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

SOCIAL SECURITY DEDUCTION LINE FOR NURSE OVERTIME

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$306**Total Expenditures** \$306**Status**

Task Force Review

Line Item ID: 211-3-0060

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

OTHER EMPLOYEE BENEFIT

Account Number

02-2100-290-00

Function Code

2100 - Support Services (Students)

Object Code

290 - Other Employee Benefits

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

OTHER EMPLOYEE BENEFIT

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$4**Total Expenditures** \$4**Status**

Task Force Review

Line Item ID: 211-3-0061

Allocation Type

Direct Allocation

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

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

Account Name

BILINGUAL AID

Account Number

02-1000-121-02

Function Code

1000 - Instruction

Object Code

121 - Full-Time 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

This is the salary for our Bilingual Aid who assist the migrant and Spanish kids with their English language. She assist the kids with their class work and helps translates messages between parents and teachers as well as teachers and student. Due to covid, the number of workers are sparse and we have several farmers who use South Africans to work on their farm during the year. With this, we have more of them bringing their families and most of them do not speak good English at all. She assist the children couple hours a week to help them learn the language and with any other extra help they need in understanding their class assignments. With our class size, this helps the teacher out by the extra help she can give the students without taking too much time away from the class teaching.

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: 211-3-0062

Allocation Type

Direct Allocation

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

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

Account Name

BILINGUAL AID SOCIAL SECURITY

Account Number

02-1000-220-00

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

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

SOCIAL SECURITY DEDUCTION LINE FOR THE BILINGUAL AID

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$1,145
Total Expenditures	<u>\$1,145</u>

Status

Task Force Review

Line Item ID: 211-3-0063

Allocation Type

Direct Allocation

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

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

Account Name

BILINGUAL AID UNEMPLOYMENT

Account Number

02-1000-250-00

Function Code

1000 - Instruction

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

THE UNEMPLOYMENT LINE FOR THE BILINGUAL AID.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$15
Total Expenditures	\$15

Status

Task Force Review

Line Item ID: 211-3-0064

Allocation Type

Direct Allocation

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

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

Account Name

TUTOR

Account Number

02-1000-121-01

Function Code

1000 - Instruction

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

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

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

Our High School Tutor will assist the students who are struggling in class with English, Math, Social Studies and Science. She assist the student in a one on one situation where she spends time with each one in helping them understand the lesson and the meaning of what they are reading. Some of these kids just need a little more extra help in their studies to understand what they are reading and what the question is asking for. The students are more comfortable in asking a question than they would be in class asking the question.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$0
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Budgeted Expenditures in SFY 2024	\$24,320
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Total Expenditures	\$24,320
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Status

Task Force Review

Line Item ID: 211-3-0065

Allocation Type

Direct Allocation

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

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

Account Name

TUTOR SOCIAL SECURITY

Account Number

02-1000-220-00

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

SOCIAL SECURITY DEDUCTION LINE FOR HS TUTOR

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$0
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Budgeted Expenditures in SFY 2024	\$1,856
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Total Expenditures	\$1,856
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Status

Task Force Review

Line Item ID: 211-3-0066

Allocation Type

Direct Allocation

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

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

Account Name

UNEMPLOYMENT TUTOR LINE

Account Number

02-1000-290-00

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

UNEMPLOYMENT LINE FOR HS TUTOR

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$24**Total Expenditures** \$24**Status**

Task Force Review

Line Item ID: 211-3-0067

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

Early Childhood Development Pack

Account Number

02-1000-600-01

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

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

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

We are wanting to purchase "Early Childhood Development INTRO Pack. Students are lacking skills from lack of parenting and relationship skills due to Covid. These teaching materials are basic infant care, parental skills, life skill choices and early childhood development are needed for understanding.

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: 211-3-0068

Allocation Type

Direct Allocation

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

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

Account Name

Renaissance learning

Account Number

02-1000-653-00

Function Code

1000 - Instruction

Object Code

653 - 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**AR RENAISSANCE LEARNING:**

This includes Accelerated Reader and Star Assessments, which are two software programs that are commonly used in K-12 schools to support literacy development and assess student progress.

Accelerated Reader is a reading management program that provides students with a personalized reading experience. Students take quizzes on books they have read, and the program provides feedback on their comprehension and reading level. Teachers can use this data to monitor student progress and adjust instruction accordingly.

Star Assessments are computer-adaptive tests that assess student knowledge and skills in reading and math. These assessments provide data on student progress and identify areas where additional support is needed. Teachers can use this data to differentiate instruction and provide targeted interventions.

Overall, both Accelerated Reader and Star Assessments are valuable tools for K-12 schools to support literacy development and assess student progress. These programs can help teachers to personalize instruction, provide targeted interventions, and promote student growth and success. To address the reading lower students who are having trouble due to the pandemic. This includes students with disabilities, English language learners and those who are experiencing slower learning. We will be using this in our grade school for the children who are having difficulties learning. We also use this program during summer school to help those students who are having difficult reading and understanding what they read. This also helps our students who are learning English also.

'Amend:

Accelerated Reading is to address reading lower reading schools due to the pandemic. We plan to utilize Renaissance Accelerated Reader. Other schools are using this program and had been approved for the 20% learning loss.

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

Status

Task Force Review

Allocation Type

Direct Allocation

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

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

Account NameSOFTWARE TO WORK WITH SMART
BOARDS**Account Number**

02-1000-653-00

Function Code

1000 - Instruction

Object Code

653 - Software

Allowable Use9 - 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**

This software (newsela) will work with the smart boards we are wanting to assist the children with learning disabilities in ELA, Social Studies and Science. This gives them an interactive program to work with.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$1,800
Total Expenditures	<u>\$1,800</u>

Status

Task Force Review

Line Item ID: 211-3-0070

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

STEM CUBELETS

Account Number

02-1000-610-01

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are wanting to purchase a modrobotics intrepid inventors pack (Cubelets). STEM opportunities offer chances for students to work on their resilience, problem solving, collaboration, and of course work on content in Science, Technology, Engineering, Art and Mathematics. One proven way to foster healthy social emotional learning is by encouraging students to use their character traits. Modeled in the spring of 2023 we saw the 7th grade class 100 % engaged in technology. Few behaviors were observed this day. These sets would be available for the students to check out and work on their performance at home or in the classroom during school or in the after school program.

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

CODING ACTIVITY PACK

Account Number

02-1000-610-01

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

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

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

We are wanting to purchase a go mouse coding activity pack. This is a hands on coding activity that gives students of all learning abilities a chance to be successful and engaged in coding. Activity packs could be checked out to offer enrichment opportunities and / or for early finishers to be engaged after completing work while avoiding mindless screen time. This could avoid learning loss in two ways: the coding of the mouse would include mathematical thought. Also teachers could create written directions which would test a students reading comprehension. Both areas that experienced the most learning loss could be assessed in an engaging manner. Again this would be used for our after school programs as well as summer school to assist those kids who need the extra activity to keep their mind on learning.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$550
Total Expenditures	<u>\$550</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

AFTER SCHOOL PROGRAM

Account Number

02-1000-150-00

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

We are wanting to do an after school program for 20 weeks with 4 certified teachers (\$30 /hr) and 4 para educators (\$15 /hr) for academic needs and social emotional need 3 days a week (Tuesday, Wednesday and Thursday) for an average of 2 hours a day. We will service the students due to learning loss from the pandemic. All students will be eligible but subgroups will be specifically recommended. The program will focus on low achieving students, students showing a learning gap, economically and socially challenged students, migrant, ELL, and children with disabilities. We will base our recommendation on MTSS Testing, fastbridge testing, Teacher recommendations and State Assessment Data.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$21,600**Total Expenditures** \$21,600**Status**

Task Force Review

Line Item ID: 211-3-0073

Allocation Type

Direct Allocation

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

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

Account NameADDITIONAL TEXT BOOKS /
FASTBRIDGE**Account Number**

02-1000-644-03

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

Wanting additional textbooks to support our fastbridge curriculum to support student learning from evidence based resources to address the learning loss from the pandemic. Add open court materials that will specifically address students academic needs and disproportionate impact of Covid on student subgroups (migrant, ELL, students with disabilities, and low achieving students.

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

Status

Task Force Review

Line Item ID: 211-3-0074

Allocation Type

Direct Allocation

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

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

Account Name

4th grade teacher

Account Number

02-1000-111-00

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

We are needing to add another 4th grade teacher to minimize the class size. we have increased class size by 17 more students from 22-23 school year to 23-24 school year. To be effective in teaching these students, we added another class so we can properly educate these students. The classes coming up starting with Kindergarten are much bigger than what we have had in the past. Some of this is due to the covid that some parents had held their kids back and now we are having larger classes. Since kids learn at different levels, so the teacher needs some time to assist the kids and to make sure they are ready to move on to the next grade.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$44,000**Total Expenditures** \$44,000**Status**

Task Force Review

Line Item ID: 211-3-0075

Allocation Type

Direct Allocation

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

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

Account Name

4th grade teacher social security

Account Number

02-1000-220-00

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

Social Security line for the 4th grade teacher

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$3,328**Total Expenditures** \$3,328**Status**

Task Force Review

Line Item ID: 211-3-0076

Allocation Type

Direct Allocation

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

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

Account Name

Unemployment 4th grade teacher

Account Number

02-1000-290-00

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

the unemployment line for the 4th grade teacher

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$41**Total Expenditures** \$41**Status**

Task Force Review

Line Item ID: 211-3-0077

Allocation Type

Direct Allocation

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

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

Account Name

4th grade aide

Account Number

02-1000-121-00

Function Code

1000 - Instruction

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

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

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

we are needing a 4th grade aide to help the 4th grade teaching staff for in school support for the students who are needing extra help in class. By looking at our CBM testing from 2020-21 school year has indicated a drop in achievement in reading and math. More students are scoring in the yellow and red levels. This aide will assist each teacher during the day working with the students so they can stay on track with the other students and not hold the class back on moving forward. Due to covid, seems we have more students who are needing extra help in classes. This way no student falls behind on learning.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$23,636**Total Expenditures** \$23,636**Status**

Task Force Review

Line Item ID: 211-3-0078

Allocation Type

Direct Allocation

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

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

Account Name

4th grade aide social security

Account Number

02-1000-220-00

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

Social Security line for 4th grade aide

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$1,792**Total Expenditures** \$1,792**Status**

Task Force Review

Line Item ID: 211-3-0079

Allocation Type

Direct Allocation

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

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

Account Name

4th grade aid unemployment line

Account Number

02-1000-290-00

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

unemployment line for 4th grade aide

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

Task Force Review

Line Item ID: 211-3-0080

Allocation Type

Direct Allocation

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

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

Account Name

3RD GRADE AIDE

Account Number

02-1000-121-00

Function Code

1000 - Instruction

Object Code

121 - Full-Time Non-Certified Salaries

Allowable Use

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

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

DUE TO THE NUMBER OF STUDENTS COMING UP THE GRADE LEVEL, WE ARE NEEDING AN AIDE TO ASSIST THE THIRD GRADE TEACHERS FOR IN SCHOOL SUPPORT FOR THE STUDENTS WHO ARE NEEDING EXTRA HELP IN THEIR LEARNING PROCESS. THIS PERSON ASSISTS THE TEACHERS IN HELPING THE STUDENTS WHO NEED THAT EXTRA TIME OR HELP TO UNDERSTAND. EACH STUDENT LEARNS AT DIFFERENT LEVELS AND THE AIDE CAN WORK WITH THOSE KIDS. WE WANT THEM TO BE READY FOR THEIR ASSESSMENT TESTING AND TO BE ABLE TO MOVE UP TO THE NEXT GRADE.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$0
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Budgeted Expenditures in SFY 2024	\$15,331
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Total Expenditures	\$15,331
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Status

Task Force Review

Line Item ID: 211-3-0081

Allocation Type

Direct Allocation

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

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

Account Name

3RD GRADE AID SOCIAL SECURITY

Account Number

02-1000-220-00

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

3RD GRADE AID SOCIAL SECURITY

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$0
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Budgeted Expenditures in SFY 2024	\$1,173
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Total Expenditures	\$1,173
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Status

Task Force Review

Line Item ID: 211-3-0082

Allocation Type

Direct Allocation

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

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

Account Name

3RD GRADE AIDE UNEMPLOYMENT

Account Number

02-1000-290-00

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

3RD GRADE AID UMEMPLOYMENT LINE

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$9**Total Expenditures** \$9**Status**

Task Force Review

Line Item ID: 211-3-0083

Allocation Type

Direct Allocation

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

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

Account Name

TECHNOLOGY EQUIPMENT

Account Number

02-1000-736-00

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

To provide computers, translators, document cameras and projectors to assist in the instruction of ESL & SES students within our district due to the learning loss. This will provide interaction between the students and the teacher. This will also assist in the migrant workers along with those who are learning English to assist in their learning loss. the chromebooks run anywhere from \$300 - \$500 depending on where our technology director purchases them from and the quantity. He tries to shop around to get the best deal. the document cameras run around \$150 each and the translators are \$100 each. looking at 150 - 200 computers and the balance of the money will be spent on document cameras, projectors and translators. We really wont know the number of each items until our technology director goes through the items from this year to see what the teachers needs are for the next school year.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$125,101**Total Expenditures** \$125,101**Status**

Task Force Review

ESSER III APPLICATION FOR D0323

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>
Rock Creek	9353 Flush Road, St. George, KS 66535	9353 Flush Road, St. George, KS 66535
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Joan Simoneau	simoneauj@usd323.org	(785) 494-8597

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Mina Grutzmacher	Clerk	grutzmam@rockcreekschools.org	(785) 494-8597

Other District Representative 1 - Name

Kristi Timm

Other District Representative 1 - E-mail Address

tim@rockcreekschools.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://www.rockcreekschools.org/vnews/display.v/ART/60ccd1da51af0>

Use of Funds for CDC Guidance

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

With the limited amount of ESSER III funds that USD 323 is receiving, we will not use these funds for future prevention and mitigation strategies regarding Covid-19. Our plan focuses entirely in two areas: 1) Student recovery from learning loss created by previous prevention and mitigation strategies in response to Covid-19, and 2) Retaining and paying all staff affected by difficulties attributed to Covid-19, its prevention strategies, and mitigation methods.

We have used previous ESSER funds to help with prevention and mitigation efforts and supplies. In addition, we have the KDHE Test to Stay and Know grant which has provided us on-site testing, and monitoring and evaluation of our Covid-19 response. Through this grant we have hired a full-time nurse and administrative assistant for the nurse to cover the reporting aspect. As we are now in the endemic phase of Covid19, we do not plan to use ESSER III funding on any PPE or air purification equipment.

During the intense periods of the pandemic we were in contact with the Pottawatomie County Health Department on a minimum of a weekly basis, and sometimes on a multiple times a day timeframe. We adjusted our mitigation plans with the guidance of KDHE, Pott. Co. Health, USD 323 School Nurses, and local physicians.

Stakeholder Engagement

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

Students

We surveyed our students over the course of a week, using the survey tool provided by KSDE. Of our 180 replies to the survey, students comprised five total responses or 2.8% of our total responses. The survey was provided by Greenbush, our service provider, and this tool provided opportunity for meaningful input by all stakeholders. Of those five responses two were from the high school, one from the middle school, and two from elementary schools. Parents were asked to sit with their children who were middle school age or younger as to better explain the contents of the survey. All three of the secondary surveys returned mentioned a desire for after school tutoring. Additionally, adding personnel and staff support for academic intervention, additional behavioral support and interventions, expanded social and emotional learning and mental health services were rated as very important. The common thought in the two elementary surveys was the desire for additional personnel and staff support for academic intervention. Additional behavioral support and interventions, additional instructional materials and resources (software, textbooks, curriculum, etc.), expanded social and emotional learning and mental health services, and providing additional technology for student use were also noted as very important.

Following the survey administration, conversations were initiated with students regarding the potential use of ESSER III funds. These were held in-person with direct conversation. Conversations were had with twenty students among two high school classes. One category with 14 responses from students was to increase instructional materials and resources. An additional category that also had 14 responses from these twenty students was offering additional extra-curricular activities. These suggestions included adding Golf (3), Pickleball (2), Tennis, Men's Volleyball, Show Choir, Astronomy class or club, and Chess Club, Fencing, and expanding on Music (2) and Jazz Band offerings. A third category that had 14 responses is facility upgrades that support student health needs. Twelve responses indicated a need for offering more teacher professional development to support teacher growth. A final category with 11 responses was for additional personnel and staff support for academic intervention.

Families

We surveyed our parents over the course of a week, using the survey tool provided by KSDE. Of our 180 replies to the survey, 156 of them identified as being parents. There were many areas identified by our parents as "very important" to address with our ESSER III funds. 57% of our parents want the school to look at expanding our social and emotional supports. This is being considered with the purchase and implementation of the Panorama software and SEL activities contained within. 54% of our parents desire more personnel and staff to support academic intervention. Our plan calls for hiring three additional staff members, one on each of our school's campus' for next year. The third most popular request from parents is that of additional extra-curricular activities at 48%. This request may be investigated in dance, golf, tennis, and other clubs; but is not being written into this ESSER III request as this funding goes away and our general fund may or may not be able to continue once the grant funding dries up. Other items in the 30%-40% requested range are afterschool tutoring, behavioral supports, instructional material and resources, additional technology, staff development and summer learning programs. All of those requests are identified in our plan.

School and District Administrators including Special Education Administration

Our four school principals, our director of curriculum, instruction, and assessment, and the superintendent all agree with the components laid out in our plan. We meet the 1st and the 4th Tuesday morning of each month and use of ESSER funds have been a standing item on each meeting since Fall 2020. Several items recognized in this plan have been talked about since we planned how to spend our ESSER II funds. We are in a position to try to make the biggest impact for our highest needs students by utilizing staff, instructional materials, and programming with the funds we have available. It was a difficult prioritization process to work through. We have quality staff, teachers and classified, who are tired due to the extra work and hours placed upon them by the Covid-19 response. To keep these staff members, we are all in agreement that retention pay would benefit our staff members and keep them in education. We value ALL our staff and acknowledge that they all have had extra pressures and stress placed on them throughout the pandemic and the recovery from the pandemic. For us to place a dollar value on what each "level" of employee should be placed, we feel an across the board retention amount is much more appropriate. About 40% of our total ESSER III funds will go towards retaining our high quality staff. Continuity in quality direction, teaching, and student emotional support will be one of the most important factors in students moving forward from the pandemic. (See the attached plan for more details.)

Meetings are held once a month with the Special Services Cooperative. Representatives of each school district and the Coop Director meet to go over needs and expenditures of ESSER III funds. The greatest identified need is attracting and retaining licensed and classified staff. A dedicated portion of ESSER III funds through the Coop has gone to retention pay for teachers and paras. Our survey data notes 13 responses from parents/guardians/care givers of students with disabilities. The responses include the need for after school tutoring and summer school learning opportunities.

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

We surveyed our staff over the course of a week, using the survey tool provided by KSDE. Of our 180 replies to the survey, 34 of them were identified as teachers. 18 of that 34 were also parents. Eight of our staff members mention that adding personnel and staff support is necessary in our response to learning loss. (addressed in the plan) See additional information relative to this section on Public Input.

The teachers' union was contacted through the administration of the staff survey and input from the organization was utilized. Added personnel was a high priority. Professional development is also a great need and is addressed in the form of providing LETRS training incentives such as a stipend and tuition reimbursement from ESSER III funds.

Tribes

In an attempt to recognize and gather input from our local 323 students and their families for input into our ESSER III funding uses; we used two methods. First, we send out the survey tool provided by KSDE which has a box to mark for any who are part of a Native American Tribe. After not having any Native American responses from the 180 total replies to the survey (with a 2nd call for families to not look past the under-represented selections), we then turned to our student management system, PowerSchool. From PowerSchool we found that two families had designed Native American/Alaskan Native in their enrollment materials. The first family contacted said they had marked the form incorrectly (2 children in school), and that their mother was originally from Brazil. The second family said that they didn't mark the form as no one in their family was actually recognized as being a member of a tribe. However, the mother agreed to fill out another survey and mark the Native American box, to allow us to have one piece of data to consider. This survey has not yet been completed after additional follow-up with this family.

Civil Rights Organization including Disability Rights Organizations

In an attempt to recognize and gather input from our local 323 students and their families for input into our ESSER III funding uses; we used two methods. First, we sent out the survey tool provided by KSDE which has a box to mark for any who are part of a Civil Rights Organization. After not having any responses marked from the 180 total replies to the survey (with a 2nd email message to ask for this specific information), we then turned to our student management system to identify students of color. Rock Creek Schools does not have a large minority population. The PowerSchool search turned up five African American families.

USD 323 does partner with both Pawnee Mental Health and Corser-Lapo through our MHIT KSDE grant. These two mental health organizations are available to serve ALL of our students. Our mental health liaison works with all four of our schools to connect students in need with one of these two organizations.

USD 323 is committed to protecting the civil rights of all students, staff, and patrons. In researching a Civil Rights Organization near to us I found information on the Manhattan Alliance for Peace and Justice and emailed their organization; questions4RCPD@gmail.com. I have not heard back from this organization.

A second contact was made with the Disability Rights Center of Kansas based in Topeka. There has been no response from this organization.

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

Rock Creek Schools do not have a large population of English Learning, Homeless, Foster Care, Migratory, incarcerated, or underserved students. We have a sizeable number of students served by IDEA. The families of these students were in step with the same priorities as our "regular" education students. The time for remedial programming, summer supports, lessening class-sizes, and mental health supports were listed as top academic priorities.

Students with Disabilities

There are 245 students in the district that are identified with a disability. This number includes Gifted. Our survey administration collected input from 13 families that identified as parents/guardians/caregivers of students with disabilities. Their responses reflected after school tutoring, additional personnel and staff support for academic intervention, additional behavioral support and interventions, expanded social and emotional learning and mental health services, additional instructional materials and resources, and facility upgrades that support student health needs.

English Language Learners

There are 6 students from the Student Information System that are ESOL. Our survey administration collected input from 2 families that identified as parents/guardians/caregivers of a child who is identified English Learner. Responses from parents/guardians/caregivers of students who are English Learners indicated a need for additional personnel and staff support for academic intervention, additional behavioral support and interventions, expanded social and emotional learning and mental health services, and increasing teacher/para salaries.

Foster Care

The Student Information System notes there are 22 students in Foster Care. One survey response was submitted for a parent/guardian/caregiver of a student who is in foster care. The response included a need for summer learning programs, expanded social and emotional learning and mental health services, providing additional technology for student use, and facility upgrades that support student health needs.

Homeless

There are currently four students in the district indicating homelessness, but survey data shows this subgroup did not share any responses.

Migrant and Incarcerated

At this time, there are no students who have been incarcerated or claim migrant status.

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

We surveyed our public over the course of a week, using the survey tool provided by KSDE. Of our 180 replies to the survey, 11 identified that they did not have school age children enrolled. The initial communication about the survey stressed the importance of collecting input from ALL stakeholders.

The plan for the use of USD 323's ESSER III funds was presented formally to the USD 323 BOE at the April 11, 2022 school board meeting. There were several parents, students, and patrons in attendance at this meeting and there weren't any questions about the proposed use of these funds. The BOE did not take action as our ESSER plan doesn't require it, however, again there was not opposition to the plan as presented below. After the BOE meeting, this plan was also put into a district update that I send out each Friday through our Swift alert system. I've not received any negative input back on the plan placed in front of our patrons. The district website contains the schools' plan for a safe return to in-person instruction and a continuity of services.

Administrative staff strive to reach community and county organizations to solicit feedback on educational, administrative, and fiscal opportunities. These groups include, but are not limited to, city council, county commission, endowment, and chamber organizations.

There are other opportunities for the public to provide input in a less formal manner. PTO, Site Council, and the availability of administration in the community and at school events, provide a less formal avenue for patrons to share their ideas on the use of ESSER III funds. Scheduled meetings with individual community members or small groups also allows the opportunity to provide input.

Our USD 323 Staff also had another avenue, with their working insight, through staff meetings and BLT meetings. Each building's principal had specific input into the USD 323 ESSER III plan. Our administrative teams meets twice a month and the appropriate and possible uses of ESSER funds have been on every agenda.

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

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

The impact of COVID-19 impacted all students. According to nationally normed screening data, collected over the last two years, the most significant impact has been on our youngest learners. Students in Early Learning and grades K-3 show the greatest decline in math and reading scores with the greatest need for recovery. For the cohort group of 2nd grade students in SY21-22, the group had 2% at high risk and 28% at some risk, for a total of 30% of the class falling below benchmark norms on a Kindergarten screener in Winter 2019. That class lost the last 2 1/2 months of instruction with school closing and moving to remote. Upon return in the Fall for 1st grade, this class had 54% below benchmark and it increased to 59% below benchmark by Spring 2021. While the students were in school for the duration of SY20-21, interruptions to school attendance due to quarantine, and the effects of social distancing and additional changes to the school structure greatly impacted students. One of the most influential aspects of learning loss was a result of wearing masks. Students in primary grades were limited in learning letter sounds and how to articulate those sounds due to muffled voices and mouths not being visible. Similarly, the cohort group of current 3rd graders also saw a decline and slow rebound for reading scores. In Winter 2019, the class had 11% at high risk and 25% at some risk for a total of 37% below benchmark norms. Upon return to school in Fall 2020, the number at risk increased to 45% and slowly improved to 30% by the end of the school year.

Students with Disabilities

There are 245 students in the district that are identified with a disability. This number includes Gifted. Our survey administration collected input from 13 families that identified as parents/guardians/caregivers of students with disabilities. Their responses reflected after school tutoring, additional personnel and staff support for academic intervention, additional behavioral support and interventions, expanded social and emotional learning and mental health services, additional instructional materials and resources, and facility upgrades that support student health needs.

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Homeless

There are currently four students in the district indicating homelessness, but survey data shows this subgroup did not share any responses.

Migrant and Incarcerated

At this time, there are no students who have been incarcerated or claim migrant status.

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

Summer School Learning or Enrichment Program \$19,036/yr x2 \$38,072 11A
 Students impacted the most by learning loss as a result of COVID-19 show the greatest need for extended learning opportunities over the summer. Summer learning opportunities will be provided at each school campus and operate four days a week for three weeks during the month of June.

After school tutoring \$32,277/yr x2 \$64,554 11B
 The pandemic showed an increase in the number of students that perform below benchmark or have difficulty completing assignments to maintain passing grades. Students meeting either of these criteria are recommended for after school tutoring.

Added Teaching positions \$179,000/yr x1 3 & 12
 SGE 1 FTE for Smaller Class Size (SY 22-23)
 WES 1 FTE for Smaller Class Size (SY 22-23)
 RCMS/RCHS 1 FTE for Reading/Language Support (SY 23-24)
 Additional instructional staff will allow for small class sizes for more 1:1 teacher:pupil time at the elementary levels, and for small group learning to support the regular classroom instruction with the addition of a library media specialist available in the MS/HS

Edgenuity \$9,600 9 & 12
 COVID-19 impacted learning at the high school level. Quarantine, social distancing, and masking had negative impacts on learning. This led to an increase in the number of students needing credit recovery. This online curriculum resource supports high school students with credit recovery.

Accellus \$600 9 & 12
 COVID-19 impacted learning at the high school level. Quarantine, social distancing, and masking had negative impacts on learning. This led to an increase in the number of students needing credit recovery. This online curriculum resource supports high school students with credit recovery.

Panorama \$46,950 (yr1 \$17,650, yr 2 \$29,300 (2 yrs sub)) 3
 Support the district in creating research-backed SEL and climate benchmarks, across schools from K-12 to:
 -Gather feedback on students' perceptions of their social-emotional skills; the school and classroom environment; and teachers' perceptions of their readiness to support SEL
 -Provide access to academic, behavior, attendance, and SEL data in a single platform to streamline proactive student supports and inform interventions

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

COVID Compensation (pay for retaining staff)	\$308,000	16
<p>Retaining staff is essential for positive long-term and sustainable growth in the educational environment. Retention of staff is even more important as we move out of the pandemic into the recovery phase. Our Covid Compensation is based on the recovery becoming lessened as we move through the next three school years. In year one, Fall 2020, all returning 323 FT staff will receive a \$750 gross retention payment, in Fall 2023 all returning 323 staff will receive 85% of a \$750 gross retention payment, and in Fall 2024 all staff will receive a 70% of a \$750 gross retention payment. It is planned that this payments will help staff understand how much USD 323 appreciates their efforts in all aspects of working with our students recover from the pandemic.</p>		
LETRS Stipend	\$53,000	12 & 16
<p>LETRS is a professional development course designed to cover the science of reading and provide practical application in the classroom. LETRS stands for Language Essentials for Teachers of Reading and Spelling. Use of the techniques learned from LETRS training will help with learning loss as a result of COVID-19, especially for the students in grades K-3 that have been impacted the most by the pandemic, where learning letters and sounds was negatively impacted with the use of masks covering the mouth and minimizing sound.</p> <p>For teachers completing the units of LETRS training, college credit is offered. While the training helps to address the learning loss that results from COVID, offering tuition reimbursement for completing the training offers professional value to the training, serving as a way to value and retain staff.</p>		
Tier II & Tier III Math Resources	\$20,000	12
<p>Screening data shows a decline in math scores from Winter 2020 to the current school year, showing the impact of lost learning time due to COVID-19. Intervention resources will provide content for remediation on numbers & operations, geometry, algebra & algebraic thinking, fractions, geometry, measurement, and data, statistics, & probability. Diagnostic tools will allow teachers to see the skills that students need at be able to deliver the needed instruction and assess for understanding.</p>		
Tier II & Tier III Reading Resources	\$10,000	12
<p>Screening data shows a decline in reading scores from Winter 2020 to the current school year, showing the impact of lost learning time due to COVID-19. Intervention resources will provide content for remediation for phonemic awareness, phonics, vocabulary, and fluency. Diagnostic tools will allow teachers to see the skills that students need at be able to deliver the needed instruction and assess for understanding.</p>		
<p>If any of the above items from either category come up below budgeted amount we will also look to add Tier II and Tier III resources for writing.</p>		

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.

Teachers and administrators will conduct weekly team meeting to ensure academic progress is being made among ALL students. Students who have been identified as being disproportionately impacted by the pandemic (through testing, observations, and surveys) will be provided with explicit instructional interventions in small groups or in one-on-one settings. District administration will oversee the process using our "leading for impact" continuous improvement cycle for monitoring appropriate progress

The BOE will be provided with a student learning report on a regular basis (after each benchmarking period) from either the Director of Curriculum, Instruction, and Assessment or from the Superintendent. These reports will focus on the overall student body, student body by building, student body by grade, and student body by those disproportionately impacted by Covid-19.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation
ESSER III Allocations	\$650,639	\$75,465	\$726,104
Approved Total	\$0	\$0	\$0
Amount Left	\$650,639	\$75,465	\$726,104
In Review Total	\$650,639	\$75,465	\$726,104
Amount Left	\$0	\$0	\$0

	20% Minimum
ESSER III Allocations	\$130,128
Approved Total	\$0
Amount Still Needed	\$130,128
In Review Total	\$188,764
Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
323-3-0001	Direct	True	1000	260	11A	\$36	Task Force Review
323-3-0002	Direct	True	1000	110	11B	\$59,876	Task Force Review
323-3-0004	Direct	False	1000	110	3	\$84,735	Task Force Review
323-3-0005	Direct	False	1000	210	3	\$12,734	Task Force Review
323-3-0006	Direct	False	1000	220	3	\$6,454	Task Force Review
323-3-0007	Direct	False	1000	260	3	\$78	Task Force Review
323-3-0008	True Up	True	1000	110	3	\$50,830	Task Force Review
323-3-0009	True Up	True	1000	210	3	\$6,367	Task Force Review
323-3-0010	True Up	True	1000	220	3	\$3,847	Task Force Review
323-3-0011	True Up	True	1000	260	3	\$48	Task Force Review
323-3-0012	Direct	False	2100	320	3	\$46,950	Task Force Review
323-3-0013	Direct	True	1000	260	12	\$50	Task Force Review
323-3-0014	Direct	False	2200	110	16	\$8,888	Task Force Review
323-3-0015	Direct	False	2300	110	16	\$1,162	Task Force Review
323-3-0016	Direct	False	2400	110	16	\$8,812	Task Force Review
323-3-0017	Direct	False	2600	120	16	\$19,332	Task Force Review
323-3-0018	Direct	False	2700	120	16	\$16,257	Task Force Review
323-3-0019	Direct	False	3100	120	16	\$14,550	Task Force Review
323-3-0020	Direct	False	2300	120	16	\$4,988	Task Force Review
323-3-0021	Direct	False	2400	120	16	\$11,063	Task Force Review
323-3-0022	Direct	False	1000	120	16	\$18,300	Task Force Review
323-3-0023	Direct	False	1000	220	16	\$13,911	Task Force Review
323-3-0024	Direct	False	2100	220	16	\$554	Task Force Review
323-3-0025	Direct	False	2113	220	16	\$439	Task Force Review
323-3-0026	Direct	False	2200	220	16	\$680	Task Force Review
323-3-0027	Direct	False	2300	220	16	\$471	Task Force Review
323-3-0028	Direct	False	2400	220	16	\$1,522	Task Force Review
323-3-0029	Direct	False	2600	220	16	\$1,479	Task Force Review
323-3-0030	Direct	False	2700	220	16	\$1,244	Task Force Review
323-3-0031	Direct	False	3100	220	16	\$1,114	Task Force Review

323-3-0035	Direct	False	1000	260	16	\$182	Task Force Review
323-3-0036	Direct	False	2100	260	16	\$6	Task Force Review
323-3-0037	Direct	False	2113	260	16	\$5	Task Force Review
323-3-0038	Direct	False	2200	260	16	\$9	Task Force Review
323-3-0039	Direct	False	2300	260	16	\$5	Task Force Review
323-3-0040	Direct	False	2400	260	16	\$19	Task Force Review
323-3-0041	Direct	False	2600	260	16	\$19	Task Force Review
323-3-0042	Direct	False	2700	260	16	\$15	Task Force Review
323-3-0043	Direct	False	3100	260	16	\$14	Task Force Review
323-3-0047	Direct	True	1000	110	11A	\$38,072	Task Force Review
323-3-0048	Direct	True	1000	220	11A	\$2,914	Task Force Review
323-3-0049	Direct	True	1000	220	11B	\$4,560	Task Force Review
323-3-0050	Direct	True	1000	260	11B	\$56	Task Force Review
323-3-0051	Direct	True	1000	320	12	\$10,200	Task Force Review
323-3-0052	Direct	True	1000	320	12	\$15,944	Task Force Review
323-3-0053	True Up	True	1000	610	12	\$14,373	Task Force Review
323-3-0054	Direct	True	1000	110	12	\$53,000	Task Force Review
323-3-0055	Direct	True	1000	220	12	\$4,056	Task Force Review
323-3-0056	Direct	False	2100	110	16	\$7,238	Task Force Review
323-3-0057	Direct	False	2113	110	16	\$5,738	Task Force Review
323-3-0058	Direct	False	1000	110	16	\$172,908	Task Force Review

Line Item Details

Line Item ID: 323-3-0001

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

Instructional Unemployment

Account Number

07 E 1000 260 0000 092

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

Summer School Learning or Enrichment Program UN

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$18

Budgeted Expenditures in SFY 2023 \$18

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$36

Status

Task Force Review

Line Item ID: 323-3-0002

Allocation Type

Direct Allocation

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

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

Account Name

Instructional Salaries

Account Number

07 E 1000 110 0000 092

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

After School Tutoring

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$29,938

Budgeted Expenditures in SFY 2024 \$29,938

Total Expenditures \$59,876

Status

Task Force Review

Line Item Comment from KSDE

This program is set up to work with students who are falling behind due to COVID-19. This will be for 20 staff members. The program is ran throughout the school year for two hours total a week.

Line Item ID: 323-3-0004

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

Instructional Salaries

Account Number

07 E 1000 110 0002 092

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

Added Elementary Teaching Positions

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$42,050**Budgeted Expenditures in SFY 2024** \$42,685**Total Expenditures** \$84,735**Status**

Task Force Review

Line Item Comment from KSDE

This is to add a new Kindergarten teacher due to large class size. This is to help social distance the students and provide smaller class size to help with learning.

Line Item ID: 323-3-0005

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

Instructional Health Insurance

Account Number

07 E 1000 210 0002 092

Function Code

1000 - Instruction

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

Elementary Teaching Position Group Health Ins

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,367**Budgeted Expenditures in SFY 2024** \$6,367**Total Expenditures** \$12,734**Status**

Task Force Review

Line Item ID: 323-3-0006

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

Instructional Social Security

Account Number

07 E 1000 220 0002 092

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

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

Elementary Teaching Position Group Social Security

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,188**Budgeted Expenditures in SFY 2024** \$3,266**Total Expenditures** \$6,454**Status**

Task Force Review

Line Item ID: 323-3-0007

Allocation Type

Direct Allocation

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

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

Account Name

Instructional Unemployment

Account Number

07 E 1000 260 0002 092

Function Code

1000 - Instruction

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

Elementary Teaching Position Group Unemployment

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$39**Budgeted Expenditures in SFY 2024** \$39**Total Expenditures** \$78**Status**

Task Force Review

Line Item ID: 323-3-0008

Allocation Type

True Up Allocation

Is 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

Account Number

07 E 1000 110 0004 092

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

RCMS RCHS Reading/Language Support Salary

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$50,830**Total Expenditures** \$50,830**Status**

Task Force Review

Line Item Comment from KSDE

This position will help our students who have fallen behind due to COVID-19

Line Item ID: 323-3-0009

Allocation Type

True Up Allocation

Is 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 Health Insurance

Account Number

07 E 1000 210 0004 092

Function Code

1000 - Instruction

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

RCMS RCHS Reading/Language Support Health Ins

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$6,367**Total Expenditures** \$6,367**Status**

Task Force Review

Line Item ID: 323-3-0010

Allocation Type

True Up Allocation

Is 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 Social Security

Account Number

07 E 1000 220 0004 092

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

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

RCMS RCHS Reading/Language Support Social Security

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$3,847**Total Expenditures** \$3,847**Status**

Task Force Review

Line Item ID: 323-3-0011

Allocation Type

True Up Allocation

Is 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 Unemployment

Account Number

07 E 1000 260 0004 092

Function Code

1000 - Instruction

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

RCMS RCHS Reading/Language Support Unemployment

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$48**Total Expenditures** \$48**Status**

Task Force Review

Line Item ID: 323-3-0012

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

Support Services (Students)

Account Number

07 E 2100 110 0000 092

Function Code

2100 - Support Services (Students)

Object Code

320 - Professional-Education Services

Allowable Use

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

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

SEL and Climate Benchmark

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$17,650**Budgeted Expenditures in SFY 2024** \$29,300**Total Expenditures** \$46,950**Status**

Task Force Review

Line Item Comment from KSDE

Character strong is K-5th for social emotional. SEL Character development lessons for 6-8th. 9-12 Wayfinder which is social emotional learning assessment tool.

Line Item ID: 323-3-0013

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

Instructional Unemployment

Account Number

07 E 1000 260 0000 092

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

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

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

LETRS Stipend Unemployment

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$25**Budgeted Expenditures in SFY 2024** \$25**Total Expenditures** \$50**Status**

Task Force Review

Line Item ID: 323-3-0014

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

Support Services - Salaries

Account Number

07 E 2200 110 0000 092

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 Compensation (pay for retaining Staff)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$750
Budgeted Expenditures in SFY 2024	\$8,138
Total Expenditures	<u>\$8,888</u>

Status

Task Force Review

Line Item Comment from KSDE

1 staff member will receive \$750. This will be paid out in Dec 2022. The staff was notified at the beginning of the year about the retention pay. 7 staff members will receive a retention pay in fall 2023 of \$637. Staff have been notified that if they come back next year they will receive this retention pay. 7 staff members will also receive a retention pay in fall of 2024 of \$525 if they return back to work.

Line Item ID: 323-3-0015

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

General Admin Salaries

Account Number

07 E 2300 110 0000 092

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 Compensation (pay for retaining Staff)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$1,162**Total Expenditures** \$1,162**Status**

Task Force Review

Line Item Comment from KSDE

1 staff member will receive a retention pay in fall 2023 of \$637. Staff have been notified that if they come back next year they will receive this retention pay. 1 staff member will also receive a retention pay in fall of 2024 of \$525 if they return back to work.

Line Item ID: 323-3-0016

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

School Admin Salaries

Account Number

07 E 2400 110 0000 092

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 Compensation (pay for retaining Staff)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,000**Budgeted Expenditures in SFY 2024** \$5,812**Total Expenditures** \$8,812**Status**

Task Force Review

Line Item Comment from KSDE

4 staff member will receive \$750. This will be paid out in Dec 2022. The staff was notified at the beginning of the year about the retention pay. 5 staff members will receive a retention pay in fall 2023 of \$637. Staff have been notified that if they come back next year they will receive this retention pay. 5 staff members will also receive a retention pay in fall of 2024 of \$525 if they return back to work.

Line Item ID: 323-3-0017

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

Operation & Maint Salaries

Account Number

07 E 2600 120 0000 092

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 Compensation (pay for retaining Staff)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$7,125**Budgeted Expenditures in SFY 2024** \$12,207**Total Expenditures** \$19,332**Status**

Task Force Review

Line Item Comment from KSDE

9 staff member will receive \$750. This will be paid out in Dec 2022. The staff was notified at the beginning of the year about the retention pay. 9 staff members will receive a retention pay in fall 2023 of \$637. Staff have been notified that if they come back next year they will receive this retention pay. 9 staff members will also receive a retention pay in fall of 2024 of \$525 if they return back to work.

Line Item ID: 323-3-0018

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

Student Transportation Salaries

Account Number

07 E 2700 120 0000 092

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 Compensation (pay for retaining Staff)

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$6,375

Budgeted Expenditures in SFY 2024 \$9,882

Total Expenditures \$16,257

Status

Task Force Review

Line Item Comment from KSDE

9 staff member will receive \$750. This will be paid out in Dec 2022. The staff was notified at the beginning of the year about the retention pay. 9 staff members will receive a retention pay in fall 2023 of \$637. Staff have been notified that if they come back next year they will receive this retention pay. 9 staff members will also receive a retention pay in fall of 2024 of \$525 if they return back to work.

Line Item ID: 323-3-0019

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

Food Services Operations Salaries

Account Number

07 E 3100 120 0000 092

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 Compensation (pay for retaining Staff)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,250**Budgeted Expenditures in SFY 2024** \$9,300**Total Expenditures** \$14,550**Status**

Task Force Review

Line Item Comment from KSDE

7 staff members will receive \$750. This will be paid out in Dec 2022. The staff was notified at the beginning of the year about the retention pay. 7 staff members will receive a retention pay in fall 2023 of \$637. Staff have been notified that if they come back next year they will receive this retention pay. 7 staff members will also receive a retention pay in fall of 2024 of \$525 if they return back to work.

Line Item ID: 323-3-0020

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

Support Ser - General Admin Salaries

Account Number

07 E 2300 120 0000 092

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 Compensation (pay for retaining Staff)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,500**Budgeted Expenditures in SFY 2024** \$3,488**Total Expenditures** \$4,988**Status**

Task Force Review

Line Item Comment from KSDE

2 staff member will receive \$750. This will be paid out in Dec 2022. The staff was notified at the beginning of the year about the retention pay. 3 staff members will receive a retention pay in fall 2023 of \$637. Staff have been notified that if they come back next year they will receive this retention pay. 3staff members will also receive a retention pay in fall of 2024 of \$525 if they return back to work.

Line Item ID: 323-3-0021

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

Support Ser - School Admin Salaries

Account Number

07 E 2400 120 0000 092

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 Compensation (pay for retaining Staff)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,250**Budgeted Expenditures in SFY 2024** \$5,813**Total Expenditures** \$11,063**Status**

Task Force Review

Line Item Comment from KSDE

7 staff member will receive \$750. This will be paid out in Dec 2022. The staff was notified at the beginning of the year about the retention pay. 7 staff members will receive a retention pay in fall 2023 of \$637. Staff have been notified that if they come back next year they will receive this retention pay. 7 staff members will also receive a retention pay in fall of 2024 of \$525 if they return back to work.

Line Item ID: 323-3-0022

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

Instruction Support Salaries

Account Number

07 E 1000 120 0000 092

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 Compensation (pay for retaining Staff)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$9,000**Budgeted Expenditures in SFY 2024** \$9,300**Total Expenditures** \$18,300**Status**

Task Force Review

Line Item Comment from KSDE

12 staff member will receive \$750. This will be paid out in Dec 2022. The staff was notified at the beginning of the year about the retention pay. 12 staff members will receive a retention pay in fall 2023 of \$637. Staff have been notified that if they come back next year they will receive this retention pay. 12 staff members will also receive a retention pay in fall of 2024 of \$525 if they return back to work. Additional pay will come out of another budget.

Line Item ID: 323-3-0023

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

Soc Sec Match Instructional Salaries

Account Number

07 E 1000 220 0000 092

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

SSM Covid Compensation (pay for retaining Staff)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,279**Budgeted Expenditures in SFY 2024** \$8,632**Total Expenditures** \$13,911**Status**

Task Force Review

Line Item ID: 323-3-0024

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

Soc Sec Match Student Support Ser Salaries

Account Number

07 E 2100 220 0002 092

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

SSM Covid Compensation (pay for retaining Staff)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$287
Budgeted Expenditures in SFY 2024	\$267
Total Expenditures	<u>\$554</u>

Status

Task Force Review

Line Item ID: 323-3-0025

Allocation Type

Direct Allocation

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

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

Account Name

Soc Sec Match Support Ser Salaries

Account Number

07 E 2113 220 0002 092

Function Code

2113 - Social Work 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

SSM Covid Compensation (pay for retaining Staff)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$172
Budgeted Expenditures in SFY 2024	\$267
Total Expenditures	<u>\$439</u>

Status

Task Force Review

Line Item ID: 323-3-0026

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 NameSoc Sec Match Support Ser -
Instructional Salaries**Account Number**

07 E 2200 220 0000 092

Function Code2200 - Support Services (Instructional
Staff)**Object Code**

220 - Social Security Contributions

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

SSM Covid Compensation (pay for retaining Staff)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$57
Budgeted Expenditures in SFY 2024	\$623
Total Expenditures	<u>\$680</u>

Status

Task Force Review

Line Item ID: 323-3-0027

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

Soc Sec Match General Admin Salaries

Account Number

07 E 2300 220 0000 092

Function Code2300 - Support Services (General
Administration)**Object Code**

220 - Social Security Contributions

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

SSM Covid Compensation (pay for retaining Staff)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$115
Budgeted Expenditures in SFY 2024	\$356
Total Expenditures	<u>\$471</u>

Status

Task Force Review

Line Item ID: 323-3-0028

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

Soc Sec Match School Admin Salaries

Account Number

07 E 2400 220 0000 092

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

SSM Covid Compensation (pay for retaining Staff)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$632**Budgeted Expenditures in SFY 2024** \$890**Total Expenditures** \$1,522**Status**

Task Force Review

Line Item ID: 323-3-0029

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

Soc Sec Match Operation & Maint Salaries

Account Number

07 E 2600 220 0000 092

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

SSM Covid Compensation (pay for retaining Staff)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$545**Budgeted Expenditures in SFY 2024** \$934**Total Expenditures** \$1,479**Status**

Task Force Review

Line Item ID: 323-3-0030

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

Soc Sec Match Student Transp Salaries

Account Number

07 E 2700 220 0000 092

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

SSM Covid Compensation (pay for retaining Staff)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$488**Budgeted Expenditures in SFY 2024** \$756**Total Expenditures** \$1,244**Status**

Task Force Review

Line Item ID: 323-3-0031

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

Soc Sec Match Food Services Salaries

Account Number

07 E 3100 220 0000 092

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

SSM Covid Compensation (pay for retaining Staff)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$402**Budgeted Expenditures in SFY 2024** \$712**Total Expenditures** \$1,114**Status**

Task Force Review

Line Item ID: 323-3-0035

Allocation Type

Direct Allocation

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

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

Account Name

Unemployment Instructional Salaries

Account Number

07 E 1000 260 0000 092

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 Covid Compensation (pay for retaining Staff)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$64**Budgeted Expenditures in SFY 2024** \$118**Total Expenditures** \$182**Status**

Task Force Review

Line Item ID: 323-3-0036

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

Unemployment Student Support Ser Salaries

Account Number

07 E 2100 260 0002 092

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 Covid Compensation (pay for retaining Staff)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3**Budgeted Expenditures in SFY 2024** \$3**Total Expenditures** \$6**Status**

Task Force Review

Line Item ID: 323-3-0037

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

Unemployment Support Ser Salaries

Account Number

07 E 2113 260 0002 092

Function Code

2113 - Social Work Services

Object Code

260 - Unemployment Compensation

Allowable Use

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

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

Unemployment Covid Compensation (pay for retaining Staff)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2**Budgeted Expenditures in SFY 2024** \$3**Total Expenditures** \$5**Status**

Task Force Review

Line Item ID: 323-3-0038

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 NameUnemployment Support Ser -
Instructional Salaries**Account Number**

07 E 2200 260 0000 092

Function Code2200 - 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 Covid Compensation (pay for retaining Staff)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$8**Total Expenditures** \$9**Status**

Task Force Review

Line Item ID: 323-3-0039

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

Unemployment General Admin Salaries

Account Number

07 E 2300 260 0000 092

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 Covid Compensation (pay for retaining Staff)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1**Budgeted Expenditures in SFY 2024** \$4**Total Expenditures** \$5**Status**

Task Force Review

Line Item ID: 323-3-0040

Allocation Type

Direct Allocation

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

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

Account Name

Unemployment School Admin Salaries

Account Number

07 E 2400 260 0000 092

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 Covid Compensation (pay for retaining Staff)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8**Budgeted Expenditures in SFY 2024** \$11**Total Expenditures** \$19**Status**

Task Force Review

Line Item ID: 323-3-0041

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 NameUnemployment Operation & Maint
Salaries**Account Number**

07 E 2600 260 0000 092

Function Code2600 - Operation and Maintenance of
Plant Services (All except
Transportation)**Object Code**

260 - Unemployment Compensation

Allowable Use16 - Other activities necessary to
maintain LEA 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 Covid Compensation (pay for retaining Staff)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$7
Budgeted Expenditures in SFY 2024	\$12
Total Expenditures	<u>\$19</u>

Status

Task Force Review

Line Item ID: 323-3-0042

Allocation Type

Direct Allocation

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

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

Account Name

Unemployment Student Transp Salaries

Account Number

07 E 2700 260 0000 092

Function Code

2700 - Student Transportation Services

Object Code

260 - Unemployment Compensation

Allowable Use16 - Other activities necessary to
maintain LEA 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 Covid Compensation (pay for retaining Staff)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$6
Budgeted Expenditures in SFY 2024	\$9
Total Expenditures	<u>\$15</u>

Status

Task Force Review

Line Item ID: 323-3-0043

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 Food Services Salaries

Account Number

07 E 3100 260 0000 092

Function Code

3100 - Food Service Operations

Object Code

260 - Unemployment Compensation

Allowable Use

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

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

Unemployment Covid Compensation (pay for retaining Staff)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5**Budgeted Expenditures in SFY 2024** \$9**Total Expenditures** \$14**Status**

Task Force Review

Line Item ID: 323-3-0047

Allocation Type

Direct Allocation

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

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

Account Name

Instructional Salaries

Account Number

07 E 1000 110 0000 092

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

Summer School Learning or Enrichment Program Salary

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$19,036**Budgeted Expenditures in SFY 2023** \$19,036**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$38,072**Status**

Task Force Review

Line Item Comment from KSDE

Salaries for 10 staff members for summer school. The summer school program will be 3 weeks long in June.

Line Item ID: 323-3-0048

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

Instructional Social Security Matching

Account Number

07 E 1000 220 0000 092

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

Summer School Learning or Enrichment Program SSM

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$1,457**Budgeted Expenditures in SFY 2023** \$1,457**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,914**Status**

Task Force Review

Line Item ID: 323-3-0049

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

Instructional Social Security Matching

Account Number

07 E 1000 220 0000 092

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

After School Tutoring SSM

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,280**Budgeted Expenditures in SFY 2024** \$2,280**Total Expenditures** \$4,560**Status**

Task Force Review

Line Item ID: 323-3-0050

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

Instructional Unemployment

Account Number

07 E 1000 260 0000 092

Function Code

1000 - Instruction

Object Code

260 - Unemployment 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

After School Tutoring UN

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$28**Budgeted Expenditures in SFY 2024** \$28**Total Expenditures** \$56**Status**

Task Force Review

Line Item ID: 323-3-0051

Allocation Type

Direct Allocation

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

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

Account Name

Curriculum Resources

Account Number

07 E 1000 610 0004 092

Function Code

1000 - Instruction

Object Code

320 - Professional-Education Services

Allowable Use

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

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

Online Curriculum resource High School Students

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,200**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$10,200**Status**

Task Force Review

Line Item Comment from KSDE

COVID-19 impacted learning at the high school level. Quarantine, social distancing, and masking had negative impacts on learning. This led to an increase in the number of students needing credit recovery. This online curriculum (Edgenuity) resource supports high school students with credit recovery.

COVID-19 impacted learning at the high school level. Quarantine, social distancing, and masking had negative impacts on learning. This led to an increase in the number of students needing credit recovery. This online curriculum (Accellus) resource supports high school students with credit recovery.

Line Item ID: 323-3-0052

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

Instructional Supplies

Account Number

07 E 1000 610 0004 092

Function Code

1000 - Instruction

Object Code

320 - Professional-Education Services

Allowable Use

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

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

Tier II & Tier III Math Resources

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$15,944**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$15,944**Status**

Task Force Review

Line Item Comment from KSDE

Screening data shows a decline in math scores from Winter 2020 to the current school year, showing the impact of lost learning time due to COVID-19. Intervention resources will provide content for remediation on numbers & operations, geometry, algebra & algebraic thinking, fractions, geometry, measurement, and data, statistics, & probability. Diagnostic tools such as Fastbridge will allow teachers to see the skills that students need and be able to deliver the needed instruction and assess for understanding.

Line Item ID: 323-3-0053

Allocation Type

True Up Allocation

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

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

Account Name

Instructional Supplies

Account Number

07 E 1000 610 0004 092

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

Tier II & Tier III Reading Resources

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$14,373**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$14,373**Status**

Task Force Review

Line Item Comment from KSDE

Screening data shows a decline in reading scores from Winter 2020 to the current school year, showing the impact of lost learning time due to COVID-19. Intervention resources will provide content for remediation for phonemic awareness, phonics, vocabulary, and fluency. Diagnostic tools such as Fastbridge will allow teachers to see the skills that students need at be able to deliver the needed instruction and assess for understanding.

Line Item ID: 323-3-0054

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

Instructional Salaries

Account Number

07 E 1000 110 0000 092

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

LETRS Stipend Salary

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$26,500**Budgeted Expenditures in SFY 2024** \$26,500**Total Expenditures** \$53,000**Status**

Task Force Review

Line Item Comment from KSDE

21 teachers at \$1,000 for each staff member.

Line Item ID: 323-3-0055

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

Instructional Social Security

Account Number

07 E 1000 220 0000 092

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

LETRS Stipend Social Security

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,028**Budgeted Expenditures in SFY 2024** \$2,028**Total Expenditures** \$4,056**Status**

Task Force Review

Line Item ID: 323-3-0056

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

Student Support Ser Salaries

Account Number

07 E 2100 110 0000 092

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 Compensation (pay for retaining Staff)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,750**Budgeted Expenditures in SFY 2024** \$3,488**Total Expenditures** \$7,238**Status**

Task Force Review

Line Item Comment from KSDE

5 staff member will receive \$750. This will be paid out in Dec 2022. The staff was notified at the beginning of the year about the retention pay. 5 staff members will receive a retention pay in fall 2023 of \$637. Staff have been notified that if they come back next year they will receive this retention pay. 5 staff members will also receive a retention pay in fall of 2024 of \$525 if they return back to work.

Line Item ID: 323-3-0057

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

Student Support Ser Salaries

Account Number

07 E 2113 110 0000 092

Function Code

2113 - Social Work 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

Covid Compensation (pay for retaining Staff)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,250**Budgeted Expenditures in SFY 2024** \$3,488**Total Expenditures** \$5,738**Status**

Task Force Review

Line Item Comment from KSDE

3 staff member will receive \$750. This will be paid out in Dec 2022. The staff was notified at the beginning of the year about the retention pay. 3 staff members will receive a retention pay in fall 2023 of \$637. Staff have been notified that if they come back next year they will receive this retention pay. 3 staff members will also receive a retention pay in fall of 2024 of \$525 if they return back to work.

Line Item ID: 323-3-0058

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

Instructional Salaries

Account Number

07 E 1000 110 0000 092

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 Compensation (pay for retaining Staff)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$60,000
Budgeted Expenditures in SFY 2024	\$112,908
Total Expenditures	\$172,908

Status

Task Force Review

Line Item Comment from KSDE

80 staff member will receive \$750. This will be paid out in Dec 2022. The staff was notified at the beginning of the year about the retention pay. 80 staff members will receive a retention pay in fall 2023 of \$637. Staff have been notified that if they come back next year they will receive this retention pay. 80 staff members will also receive a retention pay in fall of 2024 of \$525 if they return back to work.

ESSER III APPLICATION FOR D0331

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>
Kingman - Norwich	115 North Main Street, Kingman, KS 67068	115 North Main Street, Kingman, KS 67068
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Kevin Hansford	khansford@knusd331.com	(620) 532-3134

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Max Clark	Assistant Superintendent	mclark@knusd331.com	(620) 532-3134

<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>
Kevin Hansford	khansford@knusd331.com

<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>
Diana Thornton	dthornton@knusd331.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://5il.co/1fzpp>

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 331 custodial staff will follow enhanced cleaning protocols in district facilities and on school buses. High-touch areas will be wiped down periodically throughout the school day. The district will continue to improve ventilation in buildings with strategic HVAC settings which include increased outside airflow. Frequent hand washing/sanitizing is important and encouraged in all classrooms. Sanitization stations remain in place throughout our school buildings and district facilities. Staff will remind students of the importance of hand washing/sanitizing. Our nursing staff frequently review and remind students to cover their mouth and nose with a tissue or their elbow when sneezing or coughing. Families are reminded to monitor the health of their student and encouraged to keep them at home when experiencing signs of illness to reduce the risk of spreading infection to others. The district will continue to work with and follow the guidelines and requirements of our county health department. The district continues to offer our staff and students access to on site and take home tests for COVID-19, strep, and flu. Our nursing staff regularly report absence data for review to ensure the overall health and wellness of students and staff.

Stakeholder Engagement

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

Students

The principals of schools met with student leadership teams of both the middle school and the high school student councils to discuss the proposed ESSER III plan and to receive their feedback. There were also students who participated in the online community surveys, which were open to any student who wanted to respond. We received 257 responses or about a 60% response rate from students. These surveys were sent out via text message and email. Areas receiving the highest ratings for support from students were the following: educational field trips, 1 to 1 student technology, and Hands on Learning experiences. Our ESSER III plan has taken into consideration all of these items and provided for them.

Families

Parents of students were asked to complete a survey soliciting their thoughts and opinions on needs for the district and what priorities they believe would benefit their students. We heard back from 223 families on our parent/family survey for a response rate of about 40%. The most requested items of the surveys revealed that this group was most interested in: The ESSER III Funds will be focused on updating instructional curriculum materials, improving teacher instructional skills and RtI, specifically their intervention skills, and pedagogy. and both in-school and after school tutoring, summer school, intervention curriculum materials, social-emotional support and additional staff to support these initiatives. Also upgrading some HVAC units to allow for improving air circulation and turnover to meet ASHRAE recommendations. There was also much interest in additional after school tutoring programs, additional personnel for academic interventions, additional instructional materials and resources, additional behavioral support intervention, increasing Professional Development for staff focused on social emotional needs as well as instructional skill. Indoor air quality was also listed as a concern. Other requested items supported the use of additional personnel for summer learning programs and additional behavior support.

Parents and families were also invited to both an in-person community meeting and a later Zoom meeting to solicit feedback. These same priorities were identified at community meetings that involved students, staff, parents and patrons. All families were encouraged to fill out a survey to get their input on a number of school climate areas as well as their thoughts on how to utilize ESSER III funds to overcome the obstacles and stress of learning in the pandemic era.

School and District Administrators including Special Education Administration

Our administrative team (8) 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 and assistant directors to ensure our ESSER III plan supported the needs of all populations of students. They've taken an active role in the process. The 6 building administrators have contributed their thoughts and ideas as well as expressing the needs of the teachers and students as we expand these funds including consideration for our special population groups. The administration felt the following should have a focus in our ESSER III plan: Continuing to enable us to have Literacy Specialists in each building and for all grade levels; supporting more medically trained healthcare workers in each school, continuation of professional learning opportunities that was started with ESSER II monies with Solution Tree to improve intervention effectiveness of all teachers; continue to maintain high quality, reliable technology (devices, networks and hotspots) so students can be successfully engaged both at school and at home. Administration and teachers also are supportive of some needed improvements in indoor air quality.

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

The school district worked directly with teachers in meetings to specifically address ESSER. We also met with classified staff to secure input. We surveyed all teachers and staff to address perceived funding needs. Results were reviewed to ensure use of ESSER III funds would be meeting the needs of students, staff and community. There has been unanimous support from both teachers/licensed staff for distributing financial retention incentives. We have and continue to be challenged to hire and retain qualified teachers as well as trained classified staff members. Our teachers organization, Kingman County KNEA, and our Board of Education unanimously agreed to support future retention incentives as resources allow. All staff, including classified and licensed, were supported of addressing indoor air quality, continuing support of literacy specialists in each building, maintaining healthcare (nurses) in each building, continuing enrichment learning opportunities and course offerings including arts for all students, upgrading curricular resources for both tier 1 instruction as well as alternative intervention resources. They also support retention incentives in the future and efforts to maintain a low student to teacher ratio to help with instructional time and attention as well as distancing students. All of these recommendations have been taken into consideration as part of our ESSER III plan.

Tribes

Although the district is unaware of any Tribal residents in the communities, we do have 2 students who identify as Native American in our school information system. These families had the opportunities to attend our community meetings in person as well as via zoom. They also had the opportunity to reply to our surveys.. Responses and feedback from meetings were consistent with areas we plan to address. Because the numbers were so small, we were able to reach out individually and gather feedback from both students and their parents to give them a voice in our plans. We will be focusing on learning loss of all student groups and subgroups by investing in teacher instructional improvement, curricular resources (primary and interventions), technology devices, internet access at home and school, necessary personnel to support student needs and health management, , social emotional support and the air quality in our buildings. These have all been taken into consideration and are part of our ESSER III plan.

Civil Rights Organization including Disability Rights Organizations

Our team reviewed the document on Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Educational Programs. KSDE program consultant, Andy Ewing facilitated a thorough review of one of our buildings as part of a civil rights audit and our district personnel are applying the lessons learned from that audit to all of our campuses to accommodate the needs of all students and individuals regardless of their physical abilities or disabilities. Team members specifically involved in this assessment in addition to Mr. Ewing were Andy Albright, KMHS principal; Rollie Van Wyhe, KMHS assistant principal; Amy Wallace, CTE coordinator USD 331, Doug Bradshaw, director of facilities USD 331; Mike Albright, director of safety, security and housekeeping; Kevin Hansford, superintendent; teachers Lucia Munz, counselor, Christie Cannon, special education teacher, and Judy Hampel, CTE teacher. All team members participated in a training course titled "Equity and Access" through our ESSDACK service center. Locally we have extended our assessment and implementation to our other buildings.

The team interviewed students, parents, licensed teachers, classified staff and patrons. Some of the topics surveyed included asking them how they would rate the climate and meeting the needs for the following groups: minorities and students with disabilities. Results indicated participants felt minorities' needs were met in an above average manner and those with disabilities were met in an exemplary manner.

As a district who is currently experiencing a Civil Right audit, we feel we are sensitive to both maintaining and improving access to educational opportunities in all of our schools and communities by being aware of and swiftly removing any and all barriers to a quality education for all groups of people. We regularly discuss physical barriers, access to buildings both inside and outside, as well as access to educational and health services. We plan to extend and expand learning opportunities for our students that have been impacted the most by the pandemic as we work hard to get them achieving on a level with their age/grade level peers. We identified the need for additional supports in the classroom, and will employ specialists, paras, and other support staff to maintain a healthy and safe environment for all students and staff. Our team reviewed the document on Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Educational Programs. KSDE program consultant, Andy Ewing facilitated a thorough review of one of our buildings as part of a civil rights audit and our district personnel are applying the lessons learned from that audit to all of our campuses to accommodate the needs of all students and individuals regardless of their physical abilities or disabilities. Team members specifically involved in this assessment in addition to Mr. Ewing were Andy Albright, KMHS principal; Rollie Van Wyhe, KMHS assistant principal; Amy Wallace, CTE coordinator USD 331, Doug Bradshaw, director of facilities USD 331; Mike Albright, director of safety, security and housekeeping; Kevin Hansford, superintendent; teachers Lucia Munz, counselor,

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We created a 280 page document outlining our compliance with civil rights non-discrimination. Updated our webpage improving access to it and our resources. Other schools are developing assessment and implementation response plans facilitated by building administrators Heidi Howard and Tammy Clark at Norwich (preK-12) and Bill Kelley at Kingman Elementary School. ESSER III funds will help us more effectively meet the needs of all students including those with disabilities by helping with costs related to student learning while the district uses other funding sources to address some of the physical plant issues identified.

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We reached out to the Disability Rights Center of Kansas, specifically to Mr. Lane Williams for input and suggestions or recommendations but have not heard back from this organization. We also reached out to the Kansas American Civil Liberties Union and executive director, Dr. Micah Kubit for input, suggestions and recommendations and we have not heard back from this organization either.

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

We have collaborated with South Central Kansas Special Education Cooperative including Meagan Etheridge, director, Brandie Mertens, school psychologist, along with several of our special ed teachers to ensure that all students with disabilities needs were being addressed; TFI and St. Francis teams including Dakota Hilburn and Chris Mason to review needs of students in foster care and identify how to best meet their needs; Kingman Law enforcement and Chief David Lux and Sheriff Randy Hill to ascertain their perspectives on meeting needs of youth in our communities. We solicited input and had conversations with our school counselors, Susan Boen, Kelsey Higgins, Lucia Munz and Lydia Loveland. We met with Mandy Headley, Kingman County Parent Advocate with Kansas Legal Services. We met with both our school nurse, Karin Allen and our county health nurse, Mary Schwartz to gain insight into the healthcare needs of youth in our district and how we can better address them with the help of these resources.. , as well as inviting teachers and parents of these students to meetings and to complete our surveys. We also spoke in person to our foster families who supported our proposed interventions. Through these communications these representatives felt the following would be beneficial for students: Extended learning opportunities for both enrichment and intervention; help with social emotional health of kids. We do not have any migrant students, nor do we have any students incarcerated.

Breaking out specific numbers and subgroups:

Students with Disabilities - Of 246 students with IEP's we had feedback from 48. Those were mainly older students at the middle and high school level.

English learners- we have 9 students identified from 4 families and we were able to solicit input from all of them.

Homeless- we have 12 students that are homeless. They represent 5 families and we were able to solicit input from all of them. Two the families were victims of fires and were living with family and didn't really understand why they were considered homeless and expected their circumstances to be resolved within a couple of months. 3 were seniors in high school and felt they had overcome any negative academic impacts of the pandemic so no real concerns.

Foster - we have 9 foster students living in 4 homes. All of the foster parents were communicated with and had the opportunity for input into our plan and were supportive of it. Of the foster students, 4 shared their thoughts and were generally in consensus with the larger student sampling as a whole for how the plan should be implemented and resources used.

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

The district conducted an in-person community meeting on July 29, 2022 from 8:30 a.m. until 11:30 a.m. We invited parents, patrons, teachers, classified staff, school board members and students to review and provide input and feedback on our ESSER III plan. We had 25 people attend this meeting. In addition to that community meeting, we conducted a virtual meeting via zoom on October 18, 2022 with a similar representation of our district giving more stakeholders the opportunity to be involved and be heard. Those attending took the surveys that we also distributed to all parents, students, teachers and classified staff in the school district. Responses to the surveys: approximately 60% of students responded and about 35% of parents responded. Approximately 80% of teachers and classified staff responded to the surveys. The most requested items of the surveys revealed that this group was most interested in: Additional after school tutoring programs. Additional personnel for academic interventions. Additional instructional materials and resources. Additional behavioral support intervention. Professional Development for staff focused on social emotional needs as well as instructional skill. Indoor air quality was also listed as a concern. Other requested items supported the use of additional personnel for summer learning programs and additional behavior support. The ESSER III Funds will be focused on updating instructional curriculum materials, improving teacher instructional skills and RtI, specifically their intervention skills, and pedagogy. and both in-school and after school tutoring, summer school, intervention curriculum materials, social-emotional support and additional staff to support these initiatives. Also upgrading some HVAC units to allow for improving air circulation and turnover to meet ASHRAE recommendations. All of these have been taken into consideration and are part of our ESSER III plan.

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

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

COVID-19 has had a noticeable impact on the academic and social emotional health of our student population. The number of students expressing need for mental health services has increased significantly over the past year with students reporting general stress and anxiety. Academically the percentage of students scoring at level I on state assessments has increased by 10% in ELA and 15% in math for all students. Additionally, screening and benchmark assessments indicate a significant decline in foundational reading skills for early elementary students as compared to pre-pandemic levels. At the high school level we are seeing a significant increase in students failing or nearly failing core classes.

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 utilize evidence-based interventions and supports grounded in the RtI and MTSS frameworks for both summer and before/after school programs. Students who are identified as most at-risk, in addition to receiving intervention support during the school day, will be encouraged to attend those programs. The district will continuously monitor data to determine the effectiveness of the intervention to ensure that all students, regardless of family income, race, home language, disability, housing status, family structure, and migratory status, receive the academic and social-emotional supports necessary to ensure high levels of learning.

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

The remaining ARP ESSER II funds will be used to maintain the services and supports approved in the district's application. We will continue to provide high quality professional learning opportunities for our teachers in the areas of effective instructional practice, literacy instruction, RtI and PLCs. We will maintain the additional instructional support provided by literacy specialists in all of our buildings as well as additional support for our counseling department. We will maintain qualified nursing professionals in our buildings to continually monitor and attend to the physical health of our students and staff. We will provide financial incentives to retain high quality certified and classified staff to better serve the needs of our students. We will maintain and improve our technology options to assist students' learning both in school and at home. We will continually monitor data to assess areas of need and make adjustments as necessary.

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 utilize evidence-based interventions and supports grounded in the RtI and MTSS frameworks to monitor student mastery of priority standards and to ensure that all students have access, opportunity, and ability to achieve learning success. Students who are identified as most at-risk, in addition to receiving in-class intervention and support to gain mastery of priority standards, will have access to small group and individual instructional opportunities during the school day to provide them with the academic support needed to be academically successful. The district has established partnerships with our local healthcare agencies and a variety of telehealth alternatives to better serve the mental health needs of our students. Additionally, we have added staff to our counseling department to assist in seeking out and securing additional supports for our students and families. The district will continuously monitor data to determine the effectiveness of current efforts and to ensure that all students, regardless of family income, race, home language, disability, housing status, family structure, and migratory status, receive the academic and social-emotional supports necessary to ensure high levels of learning.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,514,283	\$0	\$1,514,283	ESSER III Allocations	\$302,857
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,514,283	\$0	\$1,514,283	Amount Still Needed	\$302,857
In Review Total	\$1,270,000	\$0	\$1,270,000	In Review Total	\$595,000
Amount Left	\$244,283	\$0	\$244,283	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
331-3-0001	Direct	True	1000	111	12	\$380,000	Task Force Review
331-3-0002	Direct	False	1000	111	12	\$220,000	Task Force Review
331-3-0003	Direct	True	2213	330	12	\$100,000	Task Force Review
331-3-0004	Direct	False	1000	150	16	\$225,000	Task Force Review
331-3-0005	Direct	True	2000	120	16	\$115,000	Task Force Review
331-3-0006	Direct	False	1000	644	12	\$230,000	Task Force Review

Line Item Details

Line Item ID: 331-3-0001

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

Instructional Salary

Account Number

9

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

The addition of literacy & library media specialists at Kingman Elementary, Kingman Middle & High, and Norwich School. Professional staff members specifically assigned to help students develop a love of reading & to provide targeted interventions for students with difficulty reading. Additionally provides increased opportunities for teacher collaboration to review data and address learning loss. These specialists will act in a leadership capacity to collect and analyze student performance data the design intervention blueprints for all students identified as needing Tier 2 and Tier 3 intervention. These specialists will receive ongoing support in becoming literacy experts within the buildings and will also model and coach other teachers to help all teachers improve instruction.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$160,000
Budgeted Expenditures in SFY 2024	\$220,000
Total Expenditures	<u>\$380,000</u>

Status

Task Force Review

Line Item ID: 331-3-0002

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

9

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

Continuing an Art teacher at Kingman Elem. To provide an outlet for students with an interest in visual arts. Benefits to social emotional health of students. Additionally provides increased opportunities for teacher collaboration to review data and address learning loss. All students will benefit. Those that struggle with social emotional stress or trauma will benefit from developing artistic capacity as an area where their self concept will increase. Additionally, an art teacher provides students with high quality opportunity while classroom teachers analyze student performance data and design focused strategies for all students that need intervention.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$90,000
Budgeted Expenditures in SFY 2024	\$130,000
Total Expenditures	<u>\$220,000</u>

Status

Task Force Review

Line Item ID: 331-3-0003

Allocation Type

Direct Allocation

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

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

Account Name

Instructional Staff Training

Account Number

9

Function Code

2213 - Instructional Staff Training Services

Object Code

330 - Professional Employee Training and Development Services

Allowable Use

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

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

Training of building teams to support improved RtI processes including curriculum alignment & mapping with priority standards identified for both academic and SEL. Building teams will receive formal training through Solution Tree and will then serve as the primary support system within each building to support the RtI process. Clarity around Priority Standards and the creation of Proficiency Scales to ensure students master the identified essential competencies will help to address learning loss caused by the pandemic and will better ensure all students are College and Career Ready upon graduation from high school. All students will benefit from improved Tier 1 core instruction. By improving Tier 1 instruction, fewer students will need Tier 2 & Tier 3 which allows us to better target students that need more intensive intervention with more time, more focused intervention strategies based on their identified needs.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$100,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$100,000

Status

Task Force Review

Line Item ID: 331-3-0004

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

Instructional Salary

Account Number

9

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

District will pay all staff a retention incentive to for extra duty and responsibility required of them so the district can ensure continuity of services for students. This will help retain staff at a time when shortages have been exacerbated by the pandemic. We continue to lose employees with one of the main reasons being a sense of not being able to make enough money and a sense of not being valued. We feel that issuing a \$1000 incentive to all classes of employees from teachers to paras, to bus drivers, secretaries and custodians will show that they are indeed valued and essential to meeting the needs of all students but especially those that are struggling academically and/or emotionally in post-pandemic days.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$225,000
Total Expenditures	\$225,000

Status

Task Force Review

Line Item ID: 331-3-0005

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

Classified Salary

Account Number

9

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

District plans to improve the rate of pay for classified personnel to address unfilled positions and competition for limited workforce which impacts services for all students and has been exacerbated by the pandemic. We have to increase the pay rate options for essential classified staff. Paras, specifically, that are needed to help provide small group interventions with student groups that are behind academically. We expect this to allow us to pay between 3-6 employees.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$35,000
Budgeted Expenditures in SFY 2024	\$80,000
Total Expenditures	<u>\$115,000</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

Instructional Staff Training

Account Number

9

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

Evidence suggests that having a structured literacy program that explicitly teaches word recognition skills (sight recognition, decoding, phonological awareness) and language comprehension skills (background knowledge, vocabulary, language structure, verbal reasoning, literacy knowledge) is critical to students developing as skilled readers. This resource will help teachers better meet the needs of all students through improved Tier 1 instruction but will also provide all teachers and interventionists with evidence-based resources to address the needs of those Tier 2 and Tier 3 students that are academically behind where they need to be. Program/resources we plan to purchase are: IXL Reading (k-8 plus some high schoolers) ; Reading Horizons (k-3); My Perspectives Savvas (6-12)

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$150,000
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Budgeted Expenditures in SFY 2024	\$80,000
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Total Expenditures	<u>\$230,000</u>
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Status

Task Force Review

ESSER III APPLICATION FOR D0335

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>
North Jackson	12692 266th Road, Holton, KS 664361794	12692 266th Road, Holton, KS 664361794
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Jim Howard	jim.howard@jhcobras.net	(785) 364-2194

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Jim Howard	Superintendent	jim.howard@jhcobras.net	(785) 364-2194

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/1390578/USD_335_Return_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?

Most funds go into the classroom by hiring additional teachers and providing training. Using the money in this way helps us to address prevention and mitigation strategies to continuously and safely open operate schools in the following ways:

1. With more staff, we can maintain smaller classes which gives us the ability to both keep students more in smaller group settings as well as make it easier for the team to clean rooms, monitor students for sickness, and address the needs of their class because there is fewer student in each room.
2. Along with new staff, we have embedded training into our in-services about the proper procedures to operate schools safely. This training includes cleaning and prevention in the classroom, monitoring students' health and overall well-being, and general best practices around COVID
3. Part of the staff funding was to add a full-time nurse and aid in each building for additional support.

Beyond staff to support safe learning environments, we used a portion of the funding for clearing supplies and other tools and devices to help better monitor the health and with the most recent CDC guidance.

Stakeholder Engagement

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

Students

In developing our ESSER plan to get student input we....

* We Conduct focus groups and student groups:

- 1.) Student Council
- 2.) Student Government
- 3.) Student Clubs and Organizations
- 4.) Reviews the survey and focus group results.

* We reviewed our student success data for information on student performance on

- 1.) State Testing.
- 2.) MAP Testing.
- 3.) Graduation, Success, and Other Board Goals for ESSA.

* We sent out a survey to gather input.

1. <https://forms.gle/utTT5iAe8cy6X7T88>

Through those surveys and conversations, it was clear that students are most interested in seeing the following items show up in our ESSER plan:

- 1.) Additional support in the areas of math and reading
- 2.) Additional support in counseling and other nonacademic support services.
- 3.) Additional student activities, mainly adding baseball and softball, but also dances and other fun events they felt they missed during COVID.

Students - What was the response rate? What was the response on how ESSER III funds should be spent?

We had 141 total responses, and 22 of them were from students. This was 15.6% of the responses and around 6% of the total student population.

All respondents listed the need for additional staff as one of the areas to use the ESSR funds.

Families

We have worked closely with our families in developing our ESSER support plan. We have conducted parent/community surveys and engaged our building and district leadership team.

In developing our ESSER plan to get family input we.....

* We Conduct focus groups with:

- 1.) Our regular board of education during our monthly meetings.
- 2.) Through building and district site councils seeking stakeholders' input.
- 3.) Through meetings with community groups, churches, and organizations within the district.

* During these meetings, we reviewed our success data for information on student performance after COVID-19.

- 1.) State Testing.
- 2.) MAP Testing.
- 3.) Graduation, Success, and Other Board Goals for ESSA.
- 4.) Social-Emotional concerns
- 5.) Changing student demographics, including declining enrollment due to COVID-19.
- 6.) Reviews the survey and focus group results.

* We sent out a survey to gather input.

1. <https://forms.gle/utTT5iAe8cy6X7T88>

Through those surveys and conversations, it was clear that families are most interested in seeing the following items show up in our ESSER plan:

- 1.) Additional staff to support in the areas of math and reading
- 2.) Additional staff to support in counseling and other nonacademic support services.
- 3.) Additional student activities include baseball and softball, dances, and other fun events they felt the kids missed out on during COVID.
- 4.) Strategy to increase lost enrollment.

Families- What was the response rate? What was the response on how ESSER III funds should be spent?

We had 141 total responses, and 82 of them were from families. This was 58.2% of the responses and 17% of the total parent population.

All respondents listed the need for additional staff as one of the areas to use the ESSR funds.

School and District Administrators including Special Education Administration

We have worked closely with our administrators in developing our ESSER support plan.

In developing our ESSER plan to get admin input we....

* We meet with the following groups:

- 1.) We had weekly meetings with department heads and building administrators
- 2.) We had monthly meetings with the special education administrators and service providers

* During these meetings, we reviewed our success data for information on student performance after COVID-19.

- 1.) State Testing.
- 2.) MAP Testing.
- 3.) Graduation, Success, and Other Board Goals for ESSA.
- 4.) Social-Emotional concerns
- 5.) Changing student demographics, including declining enrollment due to COVID-19.
- 6.) Comparing data between the county schools and other schools within the special education cooperative.
- 7.) Reviews the survey and focus group results.

Through those surveys and conversations, it was clear that administrators are most interested in seeing the following items show up in our ESSER plan:

- 1.) Additional staff to support math, reading, speech, language, and special education.
- 2.) Additional staff to support in counseling and other nonacademic support services.
- 3.) Strategy to increase lost enrollment.
- 4.) Potential support to add additional space through a building project.
- 5.) Adding student activities opportunities.

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

We have worked closely with our teachers, school staff, and unions in developing our ESSER support plan.

In developing our ESSER plan, we got input by...

* We meet with the following groups:

- 1.) During weekly building leadership teams
- 2.) During monthly building-level staff meetings
- 3.) During all district-wide in-services
- 4.) With feedback from representative groups across the state, including...
 - a.) KNEA
 - b.) USA
 - c.) KASEA
 - d.) KASB
 - e.) KSDE
 - f.) Greenbush

* During these meetings, we reviewed our success data for information on student performance after COVID-19.

- 1.) State Testing.
- 2.) MAP Testing.
- 3.) Graduation, Success, and Other Board Goals for ESSA.
- 4.) Social-Emotional concerns
- 5.) Changing student demographics, including declining enrollment due to COVID-19.
- 6.) Comparing data between the county schools and other schools within the special education cooperative.
- 7.) Reviews the survey and focus group results.

* We sent out a survey to gather input.

1. <https://forms.gle/utTT5iAe8cy6X7T88>

Through those surveys and conversations, it was clear that they are interested in seeing the following items show up in our ESSER plan:

- 1.) Additional staff to support math, reading, speech, language, and special education.
- 2.) Additional staff to support in counseling and other nonacademic support services.
- 3.) Strategy to increase lost enrollment.
- 4.) Potential support to add additional space through a building project.
- 5.) Adding student activities opportunities.
- 6.) Retention pay for all employees

Tribes

In a review of our student information system, we identified 32 students who reported as members of a tribe.

* We had tribal representation with each group, including but limited to.

- 1.) Teachers
- 2.) Other school staff
- 3.) Administration
- 4.) Site Councils
- 5.) Special Education teams

* During these meetings, we reviewed our success data for information on student performance after COVID-19.

- 1.) State Testing.
- 2.) MAP Testing.
- 3.) Graduation, Success, and Other Board Goals for ESSA.
- 4.) Social-Emotional concerns
- 5.) Changing student demographics, including declining enrollment due to COVID-19.
- 6.) Comparing data between the county schools and other schools within the special education cooperative.
- 7.) Reviews the survey and focus group results.

* We sent out a survey to gather input.

1. <https://forms.gle/utTT5iAe8cy6X7T88>

Through those surveys and conversations, it was clear that they are interested in seeing the following items show up in our ESSER plan:

- 1.) Additional staff to support math, reading, speech, language, and special education.
- 2.) Additional staff to support in counseling and other nonacademic support services.
- 3.) Strategy to increase lost enrollment.
- 4.) Potential support to add additional space through a building project.
- 5.) Adding student activities opportunities.
- 6.) Retention pay for all employees

Tribes- What was the response rate? What was the response on how ESSER III funds should be spent?

We have 32 students that are members of tribes. We asked them as part of our Office of Indian Education (OIE) Formula/Title VI (A) EASIE process on how ESSR could be best spent.

All respondents listed the need for additional staff as one of the areas to use the ESSR funds.

Civil Rights Organization including Disability Rights Organizations

We received information from the following civil rights organizations in our state/region regarding suggestions to meet the needs of students:

- 1.) ACLU-Kansas – civil rights
- 2.) Kansas Human Rights Commission – civil rights
- 3.) Kansas Action for Children – underserved children
- 4.) Disability Rights Center of Kansas – civil rights
- 5.) Kansas NAACP – civil rights
- 6.) Kansas Disability Resources and Advocacy Organizations – civil rights
- 7.) KNEA -

This input was included in all other meetings as we developed a plan.

Civil Rights- What was the response rate? What was the response on how ESSER III funds should be spent?

We had 141 total responses that span several different civil rights groups. Our highest need from this group is our SPED department, which filled out the survey and whom I meet with monthly. Of the 141 total responses, about 20 percent, or 28 respondents, came from this group. Also, during our cooperative board meeting, ESSR funds were discussed. Everyone selected an addition teacher to maintain small class and group support as a need for ESSR funds.

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

We received information from the organizations in our state/region regarding suggestions to meet the needs of students:

- 1.) EL/ESOL Teachers
- 2.) Homeless Liaison
- 3.) Foster Care Point of Contact or Local Case Worker
- 4.) Migrant Director
- 5.) Migrant Recruiters and Advocates
- 6.) Review your student information system to locate students who identify with any of these subgroups and have conversations with them

This input was included in all other meetings as we developed a plan.

We have no children or staff in ESOL, Migrant, incarcerated, or underserved categories.

We have 78 with disabilities, two students in foster care, and one classified as homeless.

Engaging stakeholders representing the interests of children with disabilities, children experiencing homelessness, and children in foster care is crucial for ensuring that ESSER funds are used effectively to support these student populations. Here are some ways that districts can engage these stakeholders:

Create a stakeholder advisory group: Districts create a stakeholder advisory group comprised of parents, educators, community leaders, and representatives from advocacy organizations who represent the interests of underserved student populations. This group can provide input and feedback on how ESSER funds should be allocated and how programs and services can be designed to meet the unique needs of these student populations.

We conducted surveys and focus groups for students with an IEP, and the other students and families were just asked. Both groups had access to the survey, and the students with IEPs were asked more directly as part of their IEP meetings. We had all 78 families with students with a disability, both student families in foster care and the one family as homeless respond. They did not all fill out the survey but had their input gathered during IEP meetings for SPED families and by direct communication with the other three families. Being a small school is such slow numbers, and asking was easier. To be clear, we communicated with ALL families with students in these categories, and all responded that added staff was a good use of the ESSR III funds to keep small classes and more attention.

By engaging 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, districts can ensure that ESSER funds are used effectively to support these student populations and promote equity in education.

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

Greetings, Cobras Students, Staff, Families, and School Community:

Thank you for your continued support of our schools! We are excited to share an opportunity to provide some input and feedback on how we identify, prioritize, and invest in our school district through ESSER III funding. The purpose of ESSER III funding is to address the impact of the COVID-19 pandemic on students by mitigating learning losses, supporting social-emotional needs, and ensuring safe in-person learning for students. We will apply for our ESSER III funds to the Kansas State Department of Education, which includes input and engagement from a variety of stakeholders on how best to prioritize the use of these funds. Your information will impact how ESSER III funds are spent across the school district. Please take a few minutes to provide your feedback by completing THIS SURVEY. <https://forms.gle/XGAusiUSg9KAzeSe7>.

Thank you in advance for your input, participation, and engagement in this process.

Sincerely,
Jim Howard
Superintendent of Schools

Getting public input for ESSR III (Elementary and Secondary School Emergency Relief) funds can be done through several channels. Here are a few examples:

Board meetings: Public comments during board meetings are a common way for community members to voice their concerns, ask questions, and provide feedback on important issues, including the allocation of ESSR III funds. The board can set aside time during the meeting specifically for public comments. We had no patron attend the board meetings when this was a discussion item. However, the board decided 7-0 to use the money for additional staff. Each board member represents a part of the community and works with their stakeholders before making a decision.

Public survey: Creating a public survey is another effective way to gather input from the community. The survey can be distributed through social media, email, or the school's website. It can include questions that gather feedback on how the ESSR III funds should be used, what programs and services should be prioritized, and any other suggestions or concerns. We had 141 total responses that span several different civil rights groups. Of the 141 total responses, about 7 percent, or ten respondents, came from this group. Everyone selected additional teachers to maintain small class and group support as a need for ESSR funds.

It's important to ensure that all community members have access to these channels and that the information is widely distributed. Providing clear information about how to provide feedback and being transparent about the decision-making process can also help increase participation and trust in the process.

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

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

As 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%

Enrollment Issues:

We had a dramatic drop during COVID-19

19-20: 362

20-21: 304 (Drop of 16%)

21-22: 334 (Only recovered about 1/2 of the students we lost)

Budget Issues:

Staff and teachers' salaries and insurance were very behind other schools, and we had to add a great deal to the base for teachers to keep the staff we had.

2020-2021

Base: 38,600

Insurance: 4,854

2022-2023

Base 41,000 (Increase of around 6%)

Insurance: 5,928 (an increase of around 22%)

Overview:

We got hit by a perfect storm of issues because of COVID

1.) Falling student performance

2.) Decrease in enrollment and, thus, funding

3.) Increase in cost and are very grateful

We are grateful to have the ESSR III money as we bridge the gaps in our budget and provide quality education and staff for our students.

Our goal is to increase enrollment and student learning by using this money to keep small classes and additional staff for students.

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

USD 335 will be using the fund to address student learning loss. We did/do this by hiring additional teachers at our elementary school and a support staff throughout the district. We are a small 2A school with a few elementary sections with low enough numbers to only have 1 section. However, with the loss in learning, we felt it was essential to hire enough staff to support two sections, with a priority being K 12. We hope 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. Maintaining a small class size and additional support staff throughout the district will impact all student learning for students at USD 335.

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

All funding will be spent on additional staff to address learning lost at USD 335 North Jackson

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.

By hiring more teachers and support staff, we will maintain class sizes of 9-15 through the ESSR III funding window. This allows all students to be impacted positively because the smaller classes will be district-wide. The additional support staff will also be available for all students to participate in a small group pull-out and intervention to meet the needs of all students.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$439,372	\$0	\$439,372	ESSER III Allocations	\$87,875
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$439,372	\$0	\$439,372	Amount Still Needed	\$87,875
In Review Total	\$439,372	\$0	\$439,372	In Review Total	\$146,458
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
335-3-0001	Direct	False	1000	110	12	\$292,914	Task Force Review
335-3-0002	Direct	True	1000	110	12	\$146,458	Task Force Review

Line Item Details

Line Item ID: 335-3-0001

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

ESSR III

Account Number

74A

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

With falling enrollment, increased costs, and gaps in student learning, we have committed to maintaining small classes and all other supports for all our students. Our budget doesn't contain the funds to sustain this without ESSR I, II, and III supplementations.

We have already started to see a recovery in student learning after the pandemic and have even seen a slow increase in our enrollment. We hope that ESSR III will help us close the COVID gap by keeping our current staff and that by 2024 the state aid will have increased, and we will have most of the lost enrollment back, so we do not have to release staff to maintain our budget.

This will make sure we do not need to cut staff during the virtual time of recovering at USD 335.

12/15/2022 Edit:

This was used to hire three elementary school teachers. The specific positions are based on what levels had an opening. However, it is to keep 2 sections per grade in our K-6 building.

Salary Base is \$47,012

Insurance is: \$4,992

Total: \$52,004

So this covers most of the cost for three additional elementary teachers depending on their experience and education.

1/3/2023 Edit:

This will impact all students in the elementary school because, during the period, students will have smaller class sizes in all grades. The specific grade area changes each year because of the movement of students and staff. However, from K-6 grade, all students at Jackson Heights have benefited because the ESSR III will allow us to keep two teachers in each grade.

Demographics

181 students

49.7% Female / 50.3% Male

88.4% White / 11.6% Non-White

41.4% Economically disadvantaged

26.5% of Students with Disabilities

Our local assessment (screener and state assessment data) showed that the Kindergarten 5th and 6th-grade classes fell the furthest behind academically during the COVID-19 pandemic and for the Remote Learning timespan. The three additional teachers we are paying for with these temporary funds are additional teachers for each one of those classes. The improved teacher-to-student ratio numbers allow us to more specifically attack learning loss in smaller groups and more individually address the low SES or IEP'd students with the most challenging time returning to and maintaining grade level. During our MTSS time, these two teachers will also work with higher-risk students from multiple grade levels that are behind in Reading and Math and need more intensive intervention.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$146,457
Budgeted Expenditures in SFY 2023	\$146,457
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$292,914</u>

Status

Task Force Review

Line Item ID: 335-3-0002

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

Account Number

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

With falling enrollment, increased costs, and gaps in student learning, we have committed to maintaining small classes and all other supports for all our students. Our budget doesn't contain the funds to sustain this without ESSR I, II, and III supplementations.

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Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$146,458
Total Expenditures	\$146,458

Status

Task Force Review

ESSER III APPLICATION FOR D0336

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>
Holton	515 Pennsylvania, Holton, KS 664361947	P.O. Box 352, Holton, KS 664361947
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Bob Davies	b.davies@holtonks.net	(785) 364-3650

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Robert	Davies	bdavies@holtonks.net	(785) 364-3650
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Tracie Hanson		t.hanson@holtonks.net	
<u>Other District Representative 2 - Name</u>		<u>Other District Representative 2 - E-mail Address</u>	
Dee Folk		d.folk@holtonks.net	

Plan for Safe Return

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

https://www.holtonks.net/_files/ugd/3589db_6edc761c32e9434cad43a004bb96abba.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 Holton USD #336 works well with the Jackson County Health Department. Our school district has reached the endemic stage, yet will help by applying the "Test to Know" strategy for our staff and students. With Universal and Correct wearing of masks asking we will only require mask for students who have tested positive and after their 5 days of isolation, can return to school with a mask for the remaining 5 days after isolation. We will recommend that those who have been identified as a close contact should wear a mask.

Lastly, the district will continue to train students and staff in the proper wearing of personal protective equipment as needed, and we will post signage outlining the proper wearing of personal protective equipment as needed.

Stakeholder Engagement

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

Students

On 11-30-2022, Holton USD 336 distributed and requested input on a variety of ESSER-related expenditures. This Google Form Survey was distributed through the "School Messenger" application via email and through the school email service to students in grades 6 through 12. "School Messenger" is the tool that is used to announce school closures, important information, etc. Holton USD 336 has 1,386 users receiving information through this tool. These registrants include, parents, and school staff. The school email is distributed to all staff and all students. The school also placed an Ad in the official local paper (the Holton Recorder) that hit the press on November 24, on page 3A, with the survey for patrons to fill out. The paper was also gracious enough to do an article about ESSER III funds and funneled community members to the survey. On this survey, 115 total people from the four groups of parents, staff, community members, and students responded. Of the respondents to the survey, 59 were parents, 24 were school staff, 7 were community members, and 25 were students.

Student Number 1 choice: Additional instructional materials and resources (software, textbooks, curriculum, etc.

Student #2 Choice was: Facility upgrades that support student health needs.

Families

On 11-30-2022, Holton USD 336 distributed and requested input on a variety of ESSER-related expenditures. This Google Form Survey was distributed through the "School Messenger" application via email and through the school email service to students in grades 6 through 12. "School Messenger" is the tool that is used to announce school closures, important information, etc. Holton USD 336 has 1,386 users receiving information through this tool. These registrants include, parents, and school staff. The school email is distributed to all staff and all students. The school also placed an Ad in the official local paper (the Holton Recorder) that hit the press on November 24, on page 3A, with the survey for patrons to fill out. The paper was also gracious enough to do an article about ESSER III funds and funneled community members to the survey. On this survey, 115 total people from the four groups of parents, staff, community members, and students responded. Of the respondents to the survey, 59 were parents, 24 were school staff, 7 were community members, and 25 were students.

Of these, the #1 preference for use of the funds was to provide additional personnel and staff support for academic intervention. #2 was to provide additional behavioral support & interventions.

School and District Administrators including Special Education Administration

All administrators had input in developing the ESSER III plan. The district also collaborated with our special education cooperative director to ensure our ESSER III plan supported the needs of all populations of students. The Admin team with the Holton Special Education Cooperative also filled out the survey met and discussed survey results of the other groups on 12-13-2022. 4 Administrators, 3 directors, and 2 Special education cooperative administrators responded.

All administrators first choice was to expanded social and emotional learning and mental health services with a close second of additional behavioral support and interventions.

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

On 11-30-2022, Holton USD 336 distributed and requested input on a variety of ESSER-related expenditures. This Google Form Survey was distributed through the "School Messenger" application via email and through the school email service to students in grades 6 through 12. "School Messenger" is the tool that is used to announce school closures, important information, etc. Holton USD 336 USD 336 has 1,386 users receiving information through this tool. These registrants include, parents, and school staff which consisted of the HNEA. The school email is distributed to all staff and all students. The school also placed an Ad in the official local paper (the Holton Recorder) that hit the press on November 24, on page 3A, with the survey for patrons to fill out. The paper was also gracious enough to do an article about ESSER III funds and funneled community members to the survey. On this survey, 115 total people from the four groups of parents, staff, community members, and students responded. Of the respondents to the survey, 59 were parents, 24 were school staff, 7 were community members, and 25 were students. 4 Administrators, 3 directors, and 2 Special education cooperative administrators responded.

Of these, the #1 choice was to provide additional behavioral support & interventions.

#2 was to provide additional personnel and staff support for academic intervention.

Tribes

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

A search occurred utilizing the following: <http://www.knaa.ks.gov/> (Kansas Native American Affairs website). There was not information to identify any tribal authorities within USD 336.

On 11-30-2022, Holton USD 336 mailed a letter to the Kansas Kickapoo Tribe in Horton, Kansas and the Prairie Band Potawatomie tribe in Mayetta, Kansas. Both Tribal Lands are near USD 336. In this letter, an invitation to complete an on-line survey was made. A response has not been forthcoming.

Civil Rights Organization including Disability Rights Organizations

We worked closely with our local special education cooperative as well as our local education service agency, both who work actively to support students with disabilities to ensure our plans meet the needs of all students. Special education teachers, students, parents and community members were all invited to provide information through the survey that was distributed. On 11-30-2022, Holton USD 336 emailed and mailed a letter to the American Civil Liberties Union (ACLU) of Kansas in Mission, Kansas. In this letters, an invitation to complete an on-line survey was made.

In response to the email to the ACLU of Kansas, Esmie Tseng, Communications Director, emailed USD 336 Superintendent, Bob Davies. In this message, Ms. Tseug stated, "We cannot comment or direct you 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."

On 11-30-2022, Holton USD 336 mailed letter to the Kansas Action for Children in Topeka, Kansas. In this letters, an invitation to complete an on-line survey was made. A response has not been forthcoming.

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

Children with Disabilities- Holton USD 336 has 141 students who are on a current IEP. We received feedback from 16 students from 14 families. They would like the following provided with ESSER funds: Additional personal and staff support for academic intervention, after-school tutoring programs, and expanded social and emotional learning and mental health services.

English Learners- Holton USD #336 does have a very diverse Guatemalan population with ESL needs. Currently there are 69 students who receive ESL services. We received feedback from 36 students or 17 families. Our ESL director, spends time getting to know these families and she has had the meaningful conversations with them. The parents want their children to learn English and be able to work as soon as possible to help provide for their family. They want more support for their children such as summer learning programs and after school tutoring, and more access to help in the form of transportation for an after-school program.

Children experiencing Homelessness - The students who are identified as homeless are those who usually live with a relative. Currently there are 17 students who are known homeless. We received feedback 10 students from 7 families. This groups top priority was additional behavioral support and interventions for student that struggle followed by summer learning programs.

Children in Foster Care- There is a very small enrollment of foster students. Currently there are 16 students known to be in foster care. We received feedback from 2 students from 2 families. The two families were both interested in additional instructional materials and resources for students.

Migrant students- Holton USD #336 does have a few Migrant students and the number of students range from 2 to 12 in the last 6 years. All of them also qualify for ESL services. Currently there are 9 students known who qualify as Migratory. We received feedback from 5 students from 4 families. They suggested the following provided with ESSER funds: Summer learning and after school tutoring.

Children who are Incarcerated – Currently Holton USD 336 does not have any incarcerated students.

On 11-30-2022, Holton USD 336 emailed and mailed a letter to the American Civil Liberties Union (ACLU) of Kansas in Mission, Kansas. In this letters, an invitation to complete an on-line survey was made.

In response to the email to the ACLU of Kansas, Esmie Tseng, Communications Director, emailed USD 336 Superintendent, Bob Davies. In this message, Ms. Tseug stated, "We cannot comment or direct you 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."

On 11-30-2022, Holton USD 336 mailed letter to the Kansas Action for Children in Topeka, Kansas. In this letters, an invitation to complete an on-line survey was made. A response has not been forthcoming.

Additionally, Holton USD #336 mailed and emailed representatives of KVC Kansas and Kansas Department for Children and Families (DCF). These organizations work with at-risk families and youth, children incarcerated, and children in foster care. They were also invited to complete surveys to obtain a well-rounded response and we did have a response from a DCF representative. Their push was for, "Time with the school social worker..." and the respondent would, "...like to see the process of deescalating children... ...across classrooms and age groups."

Only 2 responses came into the districts survey representing 2 groups: Representative for children who are in foster care and Representative for children who are a migratory student. The other subgroups did not respond.

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

To attempt to get input from stakeholders, a community survey was conducted. On 11-30-2022, Holton USD 336 distributed and requested input on a variety of ESSER-related expenditures. This Google Form Survey was distributed through the "School Messenger" application via email and through the school email service to students in grades 6 through 12. "School Messenger" is the tool that is used to announce school closures, important information, etc. Holton USD 336 has 1,386 users receiving information through this tool. These registrants include, parents, and school staff. The school email is distributed to all staff and all students. The school also placed an Ad in the official local paper (the Holton Recorder) that hit the press on November 24, on page 3A, with the survey for patrons to fill out. The paper was also gracious enough to do an article about ESSER III funds and funneled community members to the survey. Of the respondents to the survey, 53.2% were parents, 18.9% were school staff, 6.3% Community members and 21.6% were students.

Community members first choice additional personnel and staff support for academic intervention and the second choice was additional behavioral support and interventions.

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

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

Holton USD #336 was fortunate to keep buildings open for the majority of the 2020-2021 and 2021-2022 school years, but we have felt the impact of COVID-19 with an increased number of students and staff absent due to COVID and quarantines. We can see the impact of COVID-19 in regards to learning loss when analyzing our Kansas State Assessment Data.

In the area of English Language Arts on the Kansas State Assessments, Holton USD #336 saw an issue with Level 1 and Level 2 percentages in data provided on the AMOSS system:

2020 = No testing data

2021:

Level 1 = 26.95%, where the state aggregate was 30.30%

Level 2 = 35.18%, where the state aggregate was 38.51%

2022:

Level 1 = 30.53%, where the state aggregate was 33.94%

Level 2 = 45.45%, where the state aggregate was 36.06%

In the area of Mathematics on the Kansas State Assessments, Holton USD #336 saw an issue with Level 1 and Level 2 percentages in data provided on the AMOSS system:

2020 = No testing data

2021:

Level 1 = 29.06%, where the state aggregate was 34.35%

Level 2 = 40.91%, where the state aggregate was 37.74%

2022:

Level 1 = 30.07%, where the state aggregate was 34.19%

Level 2 = 41.25%, where the state aggregate was 36.46%

Another area where we have witnessed the negative effects of COVID-19 is in our Chronic Absenteeism data. It has steadily increased in the last three years according to data on the AMOSS system for Holton USD #336:

2020 = 10.56% where the state aggregate was 13.90%

2021 = 16.68% where the state aggregate was 17.55%

2022 = 22.38% where the state aggregate was 25.41%

Holton Demographics as of September 20, 2022 (some are in multiple categories):

- Total Enrollment (headcount) PreK-12: 1,152
- Students in Poverty: 416 (36.11%)
- Students in Foster Care: 13 (1.13%)
- Homeless Students: 17 (1.48%)
- Students with an IEP: 141 (12.24%)
- Students with a 504: 22 (1.91%)
- Students needing ESL services: 74 (6.42%)

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)

After data was shared with the Holton USD #336 district, there was some interest in summer enrichment, credit recovery

programs, and after school programs.

Supporting Research:

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

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

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

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

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

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

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

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

More data was shared on the survey supporting additional Social Emotional supports, Behavioral supports, and Academic supports for students at Holton USD #336. Our elementary school utilizes Second Step for both social Emotional and behavioral supports. The district recently purchased new math and ELA curriculum that shows evidence-based research from the U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. Last, we could utilize evidence-based learning opportunities and supports for staff (Trauma Informed Resilience Coaches and/or LETRs Training).

Supporting Research:

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

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

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

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

effectiveness of an intervention, such as a meta-analysis or research literature review.

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

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

Darling-Hammond, L., Hyster, 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.

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

Darling-Hammond, L., Hyster, M. E., & Gardner, M. (2017). Effective teacher professional development. Learning Policy Institute. https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf.

National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication no. 00-4769). National Institute of Child Health & Development. <https://www1.nichd.nih.gov/publications/pubs/nrp/Documents/report.pdf>

Meta-Analysis of Research on Class Size and Achievement Author(s): Gene V. Glass and Mary Lee Smith Source: Educational Evaluation and Policy Analysis, Vol. 1, No. 1 (Jan. - Feb., 1979), pp. 2- 16 Published by: American Educational Research Association

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

The Holton USD 336 Board of Education voted to move forward with an investment toward an HVAC project at Holton High School that was started with ESSER II funds and this will impact students on that campus. Superintendent Davies has already submitted the "Construction and Capital Expenditure Approval" documents for this ESSER III project. The Holton Elementary school is a new facility as of 2016 and Holton Middle School is sufficiently adequate with its HVAC system. This update will improve obsolete controls and equipment in order to establish a healthier learning environment.

Employee retention and additional curriculum training continues to be a challenge in our Covid-impacted world. This plan could include Premium pay. This will provide compensation for the purpose of incentivizing employees to both work during the summer for extra-curricular work and through the school year as we educate students in-person and in our Covid-impacted place of employment.

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

After our survey that was conducted with multiple groups, we plan to utilize both qualitative and quantitative data to make informed decisions that will meet the needs of our school district and community with a focus on all of our students including any diverse demographic groups that may have been impacted disproportionately. As we move forward, we will continue to collaborate with all of our stakeholders and we will utilize our data to determine the evolving needs of our district. This data analysis will ensure that we are monitoring the implementation of the interventions that we will put in place as a result of our ESSER funds.

As a district we have been fostering a great relationship with DCF as we look to help our students in need. We have also done better interacting with our Guatemalan families who are craving a better life for their children. This ongoing communication will ensure that we are monitoring the impact and implementation of our interventions. We will also continue to utilize these collaborative conversations to inform our decision making throughout the pandemic and beyond.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,255,304	\$0	\$1,255,304	ESSER III Allocations	\$251,061
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,255,304	\$0	\$1,255,304	Amount Still Needed	\$251,061
In Review Total	\$1,241,999	\$0	\$1,241,999	In Review Total	\$266,960
Amount Left	\$13,305	\$0	\$13,305	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
336-3-0001	Direct	True	1000	110	12	\$124,560	Task Force Review
336-3-0002	Direct	True	1000	220	16	\$8,920	Task Force Review
336-3-0003	Direct	True	2110	110	12	\$124,560	Task Force Review
336-3-0004	Direct	True	1000	220	16	\$8,920	Task Force Review
336-3-0005	Direct	False	1000	110	16	\$14,695	Task Force Review
336-3-0006	Direct	False	1000	700	14	\$960,344	Task Force Review

Line Item Details

Line Item ID: 336-3-0001

Allocation Type

Direct Allocation

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

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

Account Name

Certified Salaries

Account Number

89022

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

MS/HS Interventionist working with students in reading who qualify for Tier 2 and Tier 3 interventions. This will help any student in grades 6-12 that have any learning loss.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$61,320

Budgeted Expenditures in SFY 2024 \$63,240

Total Expenditures \$124,560

Status

Task Force Review

Line Item ID: 336-3-0002

Allocation Type

Direct Allocation

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

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

Account Name

Social Security for Salaries

Account Number

89022

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 paid on MS/HS interventionist. This will help any student in grades 6-12 that have any learning loss.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4,390**Budgeted Expenditures in SFY 2024** \$4,530**Total Expenditures** \$8,920**Status**

Task Force Review

Line Item ID: 336-3-0003

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 Salaries

Account Number

89022

Function Code

2110 - Attendance and Social Work 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

Additional Social Worker PreK-12 to help homeless students, foster care students, migrant students, and students with disabilities who are struggling with learning loss caused by COVID. Many of these students in these subgroups, have been experiencing added stress, behavioral issues, and are desperately seeking mental supports and this is causing learning loss as demonstrated by them also being identified in our tier 2 and tier 3 reading and math groups. These social, behavioral, and emotional issues are contributing to learning loss in our homeless students, foster care students, migrant students, and students with disabilities.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$61,320**Budgeted Expenditures in SFY 2024** \$63,240**Total Expenditures** \$124,560**Status**

Task Force Review

Line Item ID: 336-3-0004

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

Social Security for salaries

Account Number

89022

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 paid for PreK-12 School Social Worker. Additional Social Worker PreK-12 to help homeless students, foster care students, migrant students, and students with disabilities who are struggling with learning loss caused by COVID. Many of these students in these subgroups, have been experiencing added stress, behavioral issues, and are desperately seeking mental supports and this is causing learning loss as demonstrated by them also being identified in our tier 2 and tier 3 reading and math groups. These social, behavioral, and emotional issues are contributing to learning loss in our homeless students, foster care students, migrant students, and students with disabilities.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$4,390
Budgeted Expenditures in SFY 2024	\$4,530
Total Expenditures	<u>\$8,920</u>

Status

Task Force Review

Line Item ID: 336-3-0005

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

Certified Salaries

Account Number

89022

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 Pay for select Certified staff for retention and recruitment. Many staff members over the summer worked on Holton's new evidence-based mathematics curriculum and performed staff professional development on their time. District trained 32 Elementary staff members and 9 Secondary staff members. The Premium pay was due to the fact that staff were burned out due to COVID during the school year and these staff members worked outside their duty contracted days to help alleviate stress for the upcoming year so they were not overwhelmed with professional development during the school year.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$14,695
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$14,695</u>

Status

Task Force Review

Line Item ID: 336-3-0006

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

Equipment

Account Number

89072

Function Code

1000 - Instruction

Object Code

700 - PROPERTY

Allowable Use

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

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

HVAC issues where ventilation is not working in our high school. This is the worst area in our district and where it is needed the most. Elementary building has brand new school and system (2016) and middle School HVAC is less than 15 years old and working to acceptable levels as we had a study completed in 2018 and reassessed in 2020. We have been working the last four years with Trane on HVAC upgrades. This is a partial amount and the district will contribute the rest.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$960,344
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$960,344</u>

Status

Task Force Review

Line Item Comment from KSDE

Allowable if meets CDC guidelines. COVID tie is provided in documentation

ESSER III APPLICATION FOR D0350

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>
St John-Hudson	505 North Broadway, St. John, KS 675761836	505 N. Broadway, St. John, KS 675761836
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Josh Meyer	meyerj@usd350.com	(620) 549-3564

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Josh Meyer	Superintendent	meyerj@usd350.com	(620) 549-3564

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.usd350.com/vimages/shared/vnews/stories/633ad28a4d23e/ESSERIII%20Safe%20Return%20to%20School%202022-23.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 district goal for implementation of the ESSER III funds includes new HVAC rooftop units as well as the hiring of an intervention specialist. Many of the current HVAC systems serving the school district do not provide adequate ventilation to meet (or exceed) ASHRAE 90.1. Some of these systems are beyond their serviceable life and no longer can provide their design capabilities and others were installed without ventilation consideration. The improvements that are recommended, will improve air quality in a substantial number of classrooms, offices and breakout areas. With improved air quality, the district will reduce airborne pathogens from reaching students & staff, reduce CO2 levels and improve overall attendance.

Like all hazards, risk can be reduced but not eliminated. USD 350 will implement not only efficient, high air filtration units to help control the spread of COVID, but also some non-HVAC mitigation as a first line of defense. CDC recommends a layered approach to reduce exposures to SARS-CoV-2, the virus that causes COVID-19. This approach includes using multiple mitigation strategies, including improvements to building ventilation to reduce the spread of disease and lower the risk of exposure. Requirements will include improving central air filtration to the MERV-1311, and keeping the systems running longer hours, 24/7 if possible.

The intervention specialist will coordinate targeted academic interventions to help mitigate the learning loss that students have experienced from Covid interruptions.

In addition to ventilation improvements, the layered approach includes physical distancing, wearing of face masks as recommended by CDC and KDHE, hand hygiene, and vaccination. Also, in addition to the policies described above, non-HVAC mitigation procedures will include, increasing disinfection of frequently touched surfaces, continued availability of hand sanitation dispensers and replace as needed, and consider portable room air cleaners with HEPA filters.

USD 350 will continue to follow guidance and directives from the Stafford County Health Department. The county relies on directives from KDHE for updates for new procedures and protocols involving COVID. The district in turn relays these new protocols onto parents, guardians, and all community members via the school website. Procedures can change with new information from the CDC and this practice will keep the community up to date with expectations for safe operation of the school.

Stakeholder Engagement

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

Students

Through Student Council and Advisory groups students were informed of additional funding that was available to the school district. During the Month of April 2022, students were given the opportunity to complete a survey after having meaningful conversations with their teachers during advisory time.

Survey respondents were asked to rank the level of priority for selected uses of the funds from none, low, moderate, and high. They were also provided a free response item to offer other suggestions. The survey included 9 specific uses as well as a free response item to offer any recommendations beyond these specific survey questions. The results of the survey showed that the top recommended uses of the ESSER dollars are as follows:

1. 68% high priority, 95% high/moderate priority – Replace heating and air conditioning units/equipment to improve indoor air quality
2. 58% high priority, 89% high/moderate priority – Additional staff for academic interventions to help ensure all students are performing at grade level
3. 49% high priority, 82% high/moderate priority – Replace windows in the main building so they can be opened as needed to improve indoor air quality
4. 40% high priority, 84% high/moderate priority – Additional curricular materials to support student learning

Link to the survey:

https://docs.google.com/forms/d/e/1FAIpQLSe2gdFTYUsiwcc3Uxz1exLB3QShSdxwZa6C9IncChKRc-9Iew/viewform?usp=sf_link

There were 36 responses from students. We did not specifically respondents to say whether they are an underserved student on the survey, so we do not have that specific data. At the time of the survey, we did not have any homeless students, foster children, or children who were incarcerated.

Families

CTE Pathways Advisory Councils, Site Council and After School Programs Advisory Councils were given the opportunity to hear about the ESSER III funding and the allowable uses. At each of these meetings, the needs were discussed and members were able to give ideas and were told about the upcoming survey that would be sent out.

In addition, two community meetings were held on February 17, 2022 and March 1, 2022. During these meetings, parents, community members, and school district staff members were presented with information about school district improvement and how the ESSER funding might play into those efforts. Significant time was spent gathering input and documenting that input. All participants at this public meeting were provided with information about the upcoming survey for providing additional input.

The consensus of these community meetings was to address the HVAC needs as well as the learning loss associated with COVID by hiring an intervention specialist. All of these participants were able to offer further input on the use of ESSER funds via the public survey.

Results of the survey are included in the student section. Please refer to the student section for results. There were 55 responses from parents/guardians of USD 350 students. Our special education teachers reached out directly to families of students with IEP's via email or phone call to encourage them to fill out the survey. Our ESL coordinators reached out directly to families of ELL's via email or phone call to encourage them to fill out the survey. We did not specifically ask for respondents to say whether they represent an underserved student on the survey, so we do not have that specific data. However, specific efforts were made with those families to encourage participation in the survey. At the time of the survey, we did not have any homeless students, foster children, or children who were incarcerated.

School and District Administrators including Special Education Administration

School and district administrators have been involved in every single conversation about ESSER funds and addressing issues related to Covid. We have 1 superintendent that has served as elementary principal until the 2022-23 school year and the Jr/Sr High School principal has been actively involved in every aspect of Covid operations and planning. We work with a special education cooperative for administrative purposes, but managing any ESSER funding for our local district and how that applies to the use of ESSER funds as related to special education services has been placed on local administrators and board of education. Separately, the special education has made determinations as to how SpEd ESSER funds would be used for cooperative expenses.

The consensus of the community meetings held was to address the HVAC needs as well as the learning loss associated with COVID by hiring an intervention specialist. All of these participants were able to offer further input on the use of ESSER funds via the public survey.

Results of the survey are included in the student section. Please refer to the student section for results of the survey.

When estimate amounts of ESSER III were shared with school districts, the Administrators and Directors held a meeting in April 2022 to review allowable uses and to discuss the needs of the district. Department Heads and principals then went to their staff to gain ideas and to discuss needs. Multiple meetings were held through the summer and fall months with the School District Directors and Administrators to discuss their findings and consensus was reached about ways to utilize the funds before they were presented to the BOE for consideration. Additionally, I personally spoke with the Director, and assistant directors at the Special Education Cooperative to hear their thoughts on where the funds can be used.

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

When estimate amounts of ESSER III were shared with school districts, the Administrators and Directors held a meeting in April 2022 to review allowable uses and to discuss the needs of the district. Department Heads and principals then went to their staff to gain ideas and to discuss needs. Multiple meetings were held through the summer and fall months with the School District Directors and Administrators to discuss their findings and consensus was reached about ways to utilize the funds before they were presented to the BOE for consideration.

During the Month of April 2022, teachers, principals, leaders, and union members were invited to complete a survey regarding the use of ESSER funds. Survey respondents were asked to rank the level of priority for selected uses of the funds from none, low, moderate, and high. They were also provided a free response item to offer other suggestions. The survey included 9 specific uses as well as a free response item to offer any recommendations beyond these specific survey questions. The results of the survey showed that the top recommended uses of the ESSER dollars are as follows:

1. 68% high priority, 95% high/moderate priority – Replace heating and air conditioning units/equipment to improve indoor air quality
2. 58% high priority, 89% high/moderate priority – Additional staff for academic interventions to help ensure all students are performing at grade level
3. 49% high priority, 82% high/moderate priority – Replace windows in the main building so they can be opened as needed to improve indoor air quality
4. 40% high priority, 84% high/moderate priority – Additional curricular materials to support student learning

Link to the survey:

https://docs.google.com/forms/d/e/1FAIpQLSe2gdFTYUsiwcc3Uxz1exLB3QShSdxwZa6C9IncChKRc-9Iew/viewform?usp=sf_link

We received 30 responses from teachers on the survey. This represents 94% of the teaching staff. The superintendent met directly with the local teachers' association president and asked that she encourage all teachers to provide meaningful feedback on the survey. Respondents were not asked whether they were a member of the teacher's union or not, but the union represents all certified teachers.

Tribes

While our student information system did not indicate we had any tribal students in our district, we reached out to the following tribes in our state with a survey to seek feedback regarding suggestions to best meet the needs of Native American students:

o Dr. Sarah Deer. Deer (Muscogee 'Creek' Nation of Oklahoma) is a University Distinguished Professor at the University of Kansas and serves as Chief Justice of the Court of Appeals of the Prairie Island Indian Community. sarah.deer@ku.edu

o Alex Red Corn (Osage) Assistant Professor of Educational Leadership, Coordinator for Indigenous Partnerships, Co-Chair of the K-State Indigenous Faculty and Staff Alliance (IFSA)
aredcorn@ksu.edu

o Max Bear, (Cheyenne & Arapaho Tribes) mbear@c-a-tribes.org

Below is the email sent to each individual listed above:

As you may already know, to specifically address needs due to the COVID-19 Pandemic, school districts across the country have been allocated Federal ESSER ("Elementary and Secondary School Emergency Relief") funds. The district's priority is to support student and staff health needs. To do this, plans are in place to use a portion of these funds to address and upgrade all HVAC units with the addition of Indoor Air Quality (IAQ) capabilities to reduce the risk of virus transmission.

With the remaining allocation, USD 350 BOE members and administrators are truly interested in hearing from you on where these funds could be utilized. Below is the list of acceptable use of the funds. We would love to hear your thoughts on what should be a priority and if you have additional ideas to help us to best meet our students' needs:

- Career and Tech Education
- Develop and implement strategies and procedures to improve preparedness and response efforts
- Provide additional training on sanitation
- Purchase more cleaning/sanitation supplies
- Provide additional mental health services and supports
- Extended summer school
- Address learning-loss for all students
- Implement evidence-based activities to meet the comprehensive needs of students
- In the event of long-term school closure: purchase additional technology; provide information, assistance and training to parents; track student attendance and improve student engagement
- Other options you feel are important

Although there was no response from these individuals before submitting the application, we have still implemented the following supports which we believe will benefit any Native American students who might become enrolled in USD 350 schools: Summer School, Tutoring, Reading/Math Curriculums, Elementary and Secondary Teacher Aides for additional support

Should we receive a response from these representatives, we will use their responses to consider future adjustments to our plan.

Civil Rights Organization including Disability Rights Organizations

info@aclukansas.org American Civil Liberties Union of Kansas.

Kansas Action for Children (sent link via their website contact page: <https://kac.org/contact>)

Kansas National Association for Advancement of Colored People (sent via their website contact page <https://kansasnaacp.org/contact>.)

Here is the link to the survey that was sent: <https://forms.gle/JUyW6nwwQ18FGQE7A>

Should we receive a response from these representatives, we will use their responses to consider future adjustments to our plan. Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

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

A survey was sent to current staff who serve the ESOL population, to their parents (translated to Spanish) and to the students. The Homeless Liaison participated in the survey shared with the staff. Our student information system does not indicate migratory or incarcerated or underserved students. Additionally, parents of students who are disabled were able to participate in the survey to share their input on needs.

Here is the link to the survey that was sent: <https://forms.gle/JUyW6nwwQ18FGQE7A>

USD 350 also works directly with The Center for Counseling and Consultation located at 5815 E. Broadway in Great Bend. Their itinerants were aware and given opportunity to complete the survey. In conversations with one of the therapists, additional funds could be used to address the mental health of our students such as additional counseling, resources to address students who are in need of more intense services.

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

The public was given the opportunity to complete the survey online from the school website. Also, an invitation was extended to the public to offer suggestions for "learning loss" at a Board of Education meeting. We did not have any community members speak at our Board of Education Meeting. Members of the Advisory Councils for CTE, for Parents-as-Teachers, for the After-School Program, Site Councils were given the opportunity to respond as well. All Responses are still being accepted. This will help to navigate any changes in the plan.

Two community meetings were held on February 17, 2022 and March 1, 2022. During these meetings, parents, community members, and school district staff members were presented with information about school district improvement and how the ESSER funding might play into those efforts. Significant time was spent gathering input and documenting that input. All participants at this public meeting were provided with information about the upcoming survey for providing additional input. There were 15 people from the general public that attended these meetings that did not have a student in the school nor employed by the school.

A survey was disseminated to the public via our school district website. The survey was posted on our social media accounts, our school newsletter, and was published in the local newspaper. There were 19 responses from the general public. Survey respondents were asked to rank the level of priority for selected uses of the funds from none, low, moderate, and high. They were also provided a free response item to offer other suggestions. The survey included 9 specific uses as well as a free response item to offer any recommendations beyond these specific survey questions. The results of the survey showed that the top recommended uses of the ESSER dollars are as follows:

1. 68% high priority, 95% high/moderate priority – Replace heating and air conditioning units/equipment to improve indoor air quality
2. 58% high priority, 89% high/moderate priority – Additional staff for academic interventions to help ensure all students are performing at grade level
3. 49% high priority, 82% high/moderate priority – Replace windows in the main building so they can be opened as needed to improve indoor air quality
4. 40% high priority, 84% high/moderate priority – Additional curricular materials to support student learning

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

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

The implications of social-emotional issues arising due to COVID -19 stress is still being felt, with the uncertainty of having students' and families lives disrupted from not being able to attend school. Last school year, students were in and out of quarantines based on close-contact, and not directly due to testing positive for COVID. Our students have dealt with uncertainty, loss, and almost daily fluctuations in routines. These changes have been particularly difficult for students who could not be in person at school. There were a few that had the option of attending virtually, if internet and band-with were effective, but that was difficult while both parents worked.

Virtual assignments were difficult for our at-risk and special education populations who struggle with staying on task in a normal school environment. Without the assistance of a caring staff member, during remote learning, these students failed classes and had to be given the opportunity later for credit-recovery. Our plan to mitigate this learning loss includes an intervention specialist to implement and oversee the MTSS tiered intervention program for students in all grades. This will help ensure that all students get the time and targeted instruction to achieve grade-level proficiency. These interventions will be used with all students universally, but will in particular target students in poverty, those with an IEP, and English Language Learners.

Data from the 2021 state assessments for math and ELA shows a disproportionate amount of students performing at level one for students with IEP's, on free/reduced lunch, and those of Hispanic ethnicity as compared all students for nearly every level for both math and ELA:

Elementary Math % at level 1

All students – 21.3%

F&R Lunch – 32.4%

IEP's – 34.6%

Hispanic – 29.4%

White – 20.6%

Elementary ELA % at level 1

All students – 23.6%

F&R Lunch – 32.4%

IEP's – 34.6%

Hispanic – 35.3%

White – 22.1%

HS Math % at level 1

All students – 39.7%

F&R Lunch – 46.1%

IEP's – 50%

Hispanic – 50%

White – 36.7%

HS ELA % at level 1

All students – 31.8%

F&R Lunch – 40.5%

IEP's – 34.2%

Hispanic – 31.2%

White – 30.6%

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

Our plan to mitigate this learning loss includes an intervention specialist to implement and oversee the MTSS tiered intervention program for students in all grades. This will help ensure that all students get the time and targeted instruction to achieve grade-level proficiency. These interventions will be used with all students universally, but will in particular target students in poverty, those with an IEP, and English Language Learners.

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

I reference section 2001(e)(2) of the ARP Act in the following two paragraphs. The district initiative described below clearly meets regulations and requirements.

ARP Act Section 2001(e)(2)(O).

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

ARPA Section 2001(e)(2)(P)

Inspecting, testing, maintaining, repairing, replacing, and upgrading projects to improve the indoor air quality in school facilities, including HVAC systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

After a needs assessment with the District Leadership Team (DLT) and the Board of Education and, two community meetings were held on February 17, 2022 and March 1, 2022. During these meetings, parents, community members, and school district staff members were presented with information about school district improvement and how the ESSER funding might play into those efforts. Significant time was spent gathering input and documenting that input. All participants at this public meeting were provided with information about the upcoming survey for providing additional input.

The consensus of these community meetings was to address the HVAC needs as well as the learning loss associated with COVID by hiring an intervention specialist. All of these participants were able to offer further input on the use of ESSER funds via the public survey. Results of the survey are included in the student section. We gleaned that an outdated HVAC units needed to be replaced to reduce risk of virus transmissions. The new system will improve air quality, which is needed after reviewing the initial results of an air quality test in the various areas of the building.

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

USD 350 has invested in multiple screeners including Evidence-Based Practices approved by KSDE. Teachers will be able to assess and document improvement by administering pre and post-test ranging from fall through spring. AimsWeb data analyzed in fall, winter, and spring screeners. Progress monitoring is also done on a biweekly basis for those currently at tier 3. Accelerated Reading, Career & Technical Ed programs, IXL, LETRS, Lexia, MTSS, Xello, and Student Improvement Teams are current evidence based practices used to identify any at risk students.

Social/emotional activities and lesson plans will be written and taught by the counselor. I foresee grouping by similar age groups of the students when addressing some of these issues. This will allow the counselor to cover more material. However, individual or small groups is always a possibility.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$451,243	\$0	\$451,243	ESSER III Allocations	\$90,249
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$451,243	\$0	\$451,243	Amount Still Needed	\$90,249
In Review Total	\$451,243	\$0	\$451,243	In Review Total	\$180,000
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
350-3-0001	Direct	True	1000	110	12	\$180,000	Task Force Review
350-3-0002	Direct	False	4700	723	13	\$254,993	Task Force Review
350-3-0003	Direct	False	4300	344	13	\$16,250	Task Force Review

Line Item Details

Line Item ID: 350-3-0001

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III

Account Number

97

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 benefit costs for an intervention specialist position. This position will oversee our tiered interventions program for K-12 students. This person will lead benchmark testing and progress monitoring for math and reading and assist teachers with it. This person will also work directly with students at all grade levels. Using data and evidence-based interventions, the goal is to get every student performing at grade level in math and reading.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$60,000

Budgeted Expenditures in SFY 2023 \$60,000

Budgeted Expenditures in SFY 2024 \$60,000

Total Expenditures \$180,000

Status

Task Force Review

Line Item ID: 350-3-0002

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

Capital Outlay

Account Number

16

Function Code

4700 - Building Improvements

Object Code

723 - Heating and Cooling System

Allowable Use

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

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

HVAC Improvements

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$254,993
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$254,993</u>

Status

Task Force Review

Line Item Comment from KSDE

Allowable if meets CDC guidelines.

Line Item ID: 350-3-0003

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

Capital Outlay

Account Number

16

Function Code

4300 - Architecture and Engineering

Object Code

344 - Engineering 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

Engineering for HVAC

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$16,250
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$16,250</u>

Status

Task Force Review

Line Item Comment from KSDE

Allowable if meets CDC guidelines.

ESSER III APPLICATION FOR D0418

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>
McPherson	514 North Main, McPherson, KS 67460	514 North Main Street, McPherson, KS 67460
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Shiloh Vincent	shiloh.vincent@mcpherson.com	(620) 241-9400

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Shiloh Vincent	Superintendent	shiloh.vincent@mcpherson.com	(620) 241-9400

Other District Representative 1 - Name

Jamie Lewis

Other District Representative 1 - E-mail Address

jamie.lewis@mcpherson.com

Other District Representative 2 - Name

Nikki Garcia

Other District Representative 2 - E-mail Address

nikki.garcia@mcpherson.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.mcpherson.com/apps/pages/index.jsp?uREC_ID=408888&type=d&pREC_ID=2395383

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?

McPherson Public Schools will continue to rely on the latest guidance from the CDC to guide our decisions about how to safely keep schools open. By using this strategy in the 2020-21 and 2021-22 school years, we were able to safely conduct school each day.

Our custodial staff has continued to be vigilant about appropriate cleaning and disinfection practices. We have identified specific products and procedures to maintain the most healthy learning/working environment for students, staff, and community.

McPherson Public Schools has developed a very collaborative relationship with the McPherson County Health Department (MCHD) to ensure the safety of our students, staff, and community. We will continue to keep in close contact with MCHD, as well as the Kansas Department of Health and Environment to stay up-to-date with the latest COVID information, science, and effective practices.

Stakeholder Engagement

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

Students

Much of the student input was done through examining formal and informal assessment of student learning and progress. Students also participated in surveys to help identify needs across the district. At the high school level, building and district administration met with groups of students for general discussions about the impact of COVID-19 and the needs of the students. Information from the district's needs assessment (which included stakeholder input) helped to inform the broader goals of this ESSER III plan, as well as the logistics of implementation. Shown below are the three key concerns identified, the five areas identified as district needs, and strategies that were implemented for improvement:

Three (3) Areas of Impact:

Analysis of the information showed that stakeholders primary concerns regarding the impact of COVID-19 on our system included:

- Loss of learning to maintain adequate growth
- Increase in mental health and social-emotional needs of students
- Maintaining high-quality instruction and teacher retention.

Five (5) Key District Needs:

During SY2021/22, the district gathered input and data to finalize the District Needs Assessment. That work resulted in the identification of five (5) areas as district needs:

- Align Curriculum & Adopt of New Resources
- Increase Tiered Interventions/Implementation of MTSS
- Increase Staff Development Opportunities
- Increase Staff Compensation & Incentives for Retention
- Improve Facilities & Technology

Strategies/Work Implemented:

Work that resulted from student (and other stakeholder) feedback includes:

- Curriculum review, adoption, and implementation
- Implementation of the KS MTSS and alignment model
- High-quality professional development, coaching, and mentoring for staff.
- Increased in-school mental health supports to help address the social emotional needs of all students.
- Retention/premium pay to keep high-quality staff.
- Summer School and credit recovery opportunities to keep all students on track for graduation and success beyond high school.

The district shared an ESSER III Survey with all stakeholders (including students). Of the 400+ responses received from the survey, the district had 16 students complete the survey. Their feedback echoed the need for the following: Summer learning programs, after school tutoring programs, and additional personnel for academic support/intervention. Additionally, principals of schools met with students of both the middle school and the high school student councils (~50 students) to discuss school/district needs and gain feedback on ESSER plans. As shown above, several students who participated in the online community surveys, which were open to any student who wanted to respond. These surveys were sent out via text message and email and posted on the school webpage and social media. The following was asked for most from our students: Summer learning programs, after school tutoring programs, additional academic support/intervention opportunities, expansion of mental health support and social emotional programs. Our ESSER III plan has taken into consideration all of these items and provided for them.

Families

Throughout the pandemic, and development of ESSER II & ESSER III Plans, input was sought from families in a variety of ways including surveys, focus groups, stakeholder meetings, and community forums. This helped to inform the broader goals of the plan, as well as the logistics of implementation. Shown below are the three key concerns identified, the five areas identified as district needs, and strategies that were implemented for improvement:

Three (3) Areas of Impact:

Analysis of the information showed that stakeholders primary concerns regarding the impact of COVID-19 on our system included:

- Loss of learning to maintain adequate growth
- Increase in mental health and social-emotional needs of students
- Maintaining high-quality instruction and teacher retention.

Five (5) Key District Needs:

During SY2021/22, the district gathered input and data to finalize the District Needs Assessment. That work resulted in the identification of five (5) areas as district needs:

- Align Curriculum & Adopt of New Resources
- Increase Tiered Interventions/Implementation of MTSS
- Increase Staff Development Opportunities
- Increase Staff Compensation & Incentives for Retention
- Improve Facilities & Technology

Strategies/Work Implemented:

Work that resulted from student (and other stakeholder) feedback includes:

- Curriculum review, adoption, and implementation
- Implementation of the KS MTSS and alignment model
- High-quality professional development, coaching, and mentoring for staff.
- Increased in-school mental health supports to help address the social emotional needs of all students.
- Retention/premium pay to keep high-quality staff.
- Summer School and credit recovery opportunities to keep all students on track for graduation and success beyond high school.

The district shared an ESSER III Survey with all stakeholders (including parents/guardians). Of the 400+ responses received from the survey, 310 identified as parents/guardians. Their feedback echoed the need for the following: Summer learning programs, additional behavior supports, after school tutoring programs, additional personnel for academic support/intervention, extension of free lunches for all students, and expansion of mental health support and social emotional programs.

School and District Administrators including Special Education Administration

Throughout the pandemic, synthesis of data, plan development, and proposed expenditures were developed through the collaborative effort of the District Administrative Team (DAT) - comprised of operations, building, district, and special education administrators from McPherson Public Schools and McPherson County Special Education Cooperative. This group met regularly throughout the pandemic (daily in the early stages, then weekly, bi-weekly, and now monthly).

In addition to stakeholder feedback/qualitative data described throughout these narratives, the DAT also reviewed data including the following:

Student Grades/Progress
Attendance/Absenteeism
Quarantine/Isolation Data
Graduation/Success/Effective Rates
State Assessment Data
FastBridge Screener Data (Reading, Math, SEL)

Much of this data showed that COVID-19 had an impact on learning for our students. In addition to academic learning, it was also evident that the mental health/social emotional needs of our students and staff had increased.

Feedback collected from special education administrators included the following:

Throughout the pandemic and continuing, the intensity of the needs of students with disabilities has increased across McCSEC. This has been seen with response to academic instruction and progress within the general education classroom. Students display gaps with foundational skills and require more targeted instruction in order to be successful in the general education setting. This includes the provision of accommodations and modifications within the general education classroom. The following would support these needs:

- Ensuring an aligned Tier 1 academic curriculum;
- Utilizing a Multi-Tiered System of Support (MTSS) to provide targeted intervention;
- Fostering strong partnerships between general education and special education staff to ensure access to students with disabilities;
- Providing professional development in high leverage instructional strategies including Universal Design for Learning (UDL);

An increase in the number of students that struggle with emotional regulation has also been observed. This increase has been noted across grade levels. Students in the early elementary grades have demonstrated an inability to “do school”—understanding the structure of a classroom setting and building relationships. Students in the upper grades have shown greater needs in the area of mental health including an increase in anxiety, depression, and suicidal thoughts. The following would support these needs:

- Providing professional development around classroom management strategies;
- Implementing positive behavioral intervention supports (PBIS) building wide and within individual classrooms;
- Increasing staff understanding of student mental health and strategies to support those needs in the classroom;
- Ensuring adequate staffing is available to meet the emotional needs of students. This could include hiring additional counselors, social workers, and/or school psychologists;
- Partnering with local mental health agencies to provide counseling services within the school setting;
- Partnering with families to provide resources and opportunities to build community.

The influence of all of this input is evident throughout the ESSER III plan. Shown below are the three key concerns identified, the five areas identified as district needs, and strategies that were implemented for improvement:

Three (3) Areas of Impact:

Analysis of the information showed that stakeholders primary concerns regarding the impact of COVID-19 on our system included:

- Loss of learning to maintain adequate growth
- Increase in mental health and social-emotional needs of students
- Maintaining high-quality instruction and teacher retention.

Five (5) Key District Needs:

During SY2021/22, the district gathered input and data to finalize the District Needs Assessment. That work resulted in the identification of five (5) areas as district needs:

- Align Curriculum & Adopt of New Resources
- Increase Tiered Interventions/Implementation of MTSS
- Increase Staff Development Opportunities
- Increase Staff Compensation & Incentives for Retention
- Improve Facilities & Technology

Strategies/Work Implemented:

Work that resulted from student (and other stakeholder) feedback includes:

- Curriculum review, adoption, and implementation

- Implementation of the KS MTSS and alignment model
- High-quality professional development, coaching, and mentoring for staff.
- Increased in-school mental health supports to help address the social emotional needs of all students.
- Retention/premium pay to keep high-quality staff.
- Summer School and credit recovery opportunities to keep all students on track for graduation and success beyond high school.

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

During the pandemic, gating criteria decisions were made weekly by a committee which included local health professionals, principals, teachers, teacher association leaders, parents, and school board members. That same collaborative approach was utilized throughout the pandemic and in the development of plans and proposed expenditures. Feedback was consistently gathered from teachers, principals, school leaders, other educators, and their unions via committee meetings, building leadership team meetings, site councils, surveys, and focus groups. Being a mid-sized school district allowed us to have building-wide conversations with staff when discussing COVID-19 impact, student needs, staff needs, proposed solutions, and district planning. In addition to ESSER plans, the district utilized these meetings to inform the development of the district's strategic plan.

Feedback from teachers, principals, schools leaders, other Educators, school staff, and their unions revealed the following issues as top concerns:

- Lack of engagement by students/social emotional needs & behavior
- Lack of resources such as core and tiered intervention curriculum
- Time for PLCs
- Substitutes for all positions
- High-quality professional development opportunities
- Mentoring / coaching
- Teacher burnout and emotional needs
- Staff retention (at all levels)
- Student learning loss / need for differentiation and tiered supports

The influence of this input is evident throughout the ESSER III plan. Examples of strategies implemented include the following:

- Curriculum review, adoption, and implementation
- Implementation of the KS MTSS and alignment model
- High-quality professional development, coaching, and mentoring for staff.
- Increased in-school mental health supports to help address the social emotional needs of all students.
- Retention/premium pay to keep high-quality staff.
- Summer School and credit recovery opportunities to keep all students on track for graduation and success beyond high school.

Tribes

Census data from "Censusreporter.org" shows that McPherson has 0% Native American population. The district has 1.22% of the student population who identify as some Native American. Our administration reached out to a representative from each of the federally recognized tribes in Kansas at the contact information below to gain insights/feedback:

Iowa Tribe of Kansas and Nebraska comments@iowas.org

Kickapoo Tribe, 824 111th Drive, Horton KS 66439 (Website Contact Submit)

Prairie Band Potawatomi Nation, 16281 Q Road, Mayetta, KS 66509 (Website Contact Submit)

Kevin Burnison - Executive Director- kevin.burnison@sacandfoxks.com Sac & Fox Nation of Missouri in Kansas and Nebraska

The following message with a survey was sent to each of the representatives above:

McPherson Public Schools is seeking input from multiple organizations representing students in our community. This input will be utilized to develop and monitor a plan for the use of Elementary and Secondary Schools Emergency Relief (ESSER) funds.

Your input would be greatly appreciated. If you have a moment please complete the survey at the link below.

<https://forms.gle/Bf9dyNpyPRF6pDz37>

You may also email me directly at: shiloh.vincent@mcpherson.com

Thank you. Take care and have a great remainder of the week.

Dr. Shiloh Vincent

Superintendent of Schools

This ESSER III plan has the following connected supports which benefit all populations of our students:

- Curriculum review, adoption, and implementation
- Implementation of the KS MTSS and alignment model
- High-quality professional development, coaching, and mentoring for staff.
- Increased in-school mental health supports to help address the social emotional needs of all students.
- Retention/premium pay to keep high-quality staff.
- Summer School and credit recovery opportunities to keep all students on track for graduation and success beyond high school.

Initially, the district did not receive feedback. After following up with several contacts - and sharing the district's ESSER III Survey again - the district did receive feedback from two (2) individuals who identified as Native American Tribe Members. Their feedback echoed the need for the following: Summer learning programs, after school tutoring programs, additional personnel for academic support/intervention, facility upgrades, and purchasing of additional supplies to sanitize/clean facilities.

Civil Rights Organization including Disability Rights Organizations

External input was requested via a District Needs Assessment Survey. This ESSER III plan has the following connected supports which benefit all populations of our students:

- Curriculum review, adoption, and implementation
- Implementation of the KS MTSS and alignment model
- High-quality professional development, coaching, and mentoring for staff.
- Increased in-school mental health supports to help address the social emotional needs of all students.
- Retention/premium pay to keep high-quality staff.
- Summer School and credit recovery opportunities to keep all students on track for graduation and success beyond high school.

The district shared an ESSER III Survey with all stakeholders, including multiple Civil Rights Organizations (e.g. ACLU-Kansas, Kansas Human Rights Commission, Kansas Action for Children, Disability Rights Center of Kansas, Kansas NAACP, and Kansas Disability Resources and Advocacy Organizations). Two (2) Civil Rights Organizations responded to the survey. Their feedback echoed the need for the following: Summer learning programs, after school tutoring programs, updating facilities, purchasing additional supplies to sanitize/clean facilities, expanding social and emotional learning and mental health services, and providing additional behavior supports.

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

Parents/guardians of all children across the district - including 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 - were gathered in a variety of ways, including surveys, stakeholder meetings, and community forums.

This ESSER III plan has the following connected supports which benefit all populations of our students:

- Curriculum review, adoption, and implementation
- Implementation of the KS MTSS and alignment model
- High-quality professional development, coaching, and mentoring for staff.
- Increased in-school mental health supports to help address the social emotional needs of all students.
- Retention/premium pay to keep high-quality staff.
- Summer School and credit recovery opportunities to keep all students on track for graduation and success beyond high school.

The district shared an ESSER III Survey with all 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 total, 39 respondents provided feedback in the survey (25 identified as self/parent/guardian/representative of child with disabilities, 8 identified as self/parent/guardian/representative of English Language Learner, 4 identified as self/parent/guardian/representative of child who is underserved, 1 identified as self/parent/guardian/representative of child experiencing homelessness, and 1 identified as self/parent/guardian/representative of child in foster care). Their feedback echoed the need for the following: Summer learning programs, after school tutoring programs, updating facilities, expanding social and emotional learning and mental health services, and providing additional behavior supports. We also spoke in person to several family advocates, social workers, STEPNC representatives (program in the community serving individuals living in poverty, migrant, and homeless), and foster families from across the community. Feedback from these groups supported the above mentioned items. We currently have low numbers (under 20) who identify as homeless, and the district does not have students who are incarcerated nor does the district have students identified as migrant. However, all other groups had respondents and their voices are represented in our ESSER III plan.

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

Throughout the pandemic, the public was provided the opportunity to offer input via social media polls, community forums, and surveys. Early on in the pandemic, feedback indicated concerns for safety/health of students and staff - which contributed to the district's COVID-19 mitigation responses. In the later stages of the pandemic, the primary concerns from the public centered around these three (3) key areas:

Three (3) Areas of Impact:

Analysis of the information showed that stakeholders' primary concerns regarding the impact of COVID-19 on our system included:

- Loss of learning to maintain adequate growth
- Increase in mental health and social-emotional needs of students
- Maintaining high-quality instruction and teacher retention.

As described throughout this narrative, work that resulted from patron/public (and other stakeholder) feedback includes:

- Curriculum review, adoption, and implementation
- Implementation of the KS MTSS and alignment model
- High-quality professional development, coaching, and mentoring for staff.
- Increased in-school mental health supports to help address the social emotional needs of all students.
- Retention/premium pay to keep high-quality staff.
- Summer School and credit recovery opportunities to keep all students on track for graduation and success beyond high school.

The district shared an ESSER III Survey with all stakeholders. 93 respondents identified themselves as representing the community other than as a parent/guardian or a student. Their feedback echoed the need for the following: Summer learning programs, after school tutoring programs, updating facilities, expanding social and emotional learning and mental health services, providing additional behavior supports, and desire to see free lunches for all students continued.

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.

Across the system, the greatest impact of COVID-19 was loss of learning - which could be seen in the increased Tier II & Tier III needs of students. Universal screener data from FastBridge revealed the following data in Spring 2022:

Reading (TI, TII, TIII):

K - 46%, 28%, 26%
1 - 43%, 40%, 17%
2 - 48%, 27%, 25%
3 - 58%, 18%, 24%
4 - 56%, 30%, 14%
5 - 58%, 26%, 16%
6 - 47%, 39%, 14%
7 - 63%, 28%, 9%
8 - 55%, 23%, 22%
9 - 62%, 23%, 15%
10 - 58%, 18%, 24%
11 - 60%, 19%, 21%
12 - 57%, 12%, 31%

Mathematics (TI, TII, TIII):

K - 59%, 26%, 15%
1 - 61%, 26%, 13%
2 - 46%, 36%, 18%
3 - 55%, 26%, 19%
4 - 62%, 26%, 12%
5 - 52%, 29%, 19%
6 - 42%, 43%, 15%
7 - 57%, 30%, 13%
8 - 47%, 34%, 19%
9 - 54%, 33%, 13%
10 - 46%, 40%, 14%
11 - 57%, 25%, 18%
12 - 41%, 33%, 26%

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

As described throughout this narrative, key evidenced-based interventions include the following:

- Curriculum review, adoption, and implementation
- Implementation of the KS MTSS and alignment model
- High-quality professional development, coaching, and mentoring for staff.
- Increased in-school mental health supports to help address the social emotional needs of all students.
- Retention/premium pay to keep high-quality staff.
- Summer School and credit recovery opportunities to keep all students on track for graduation and success beyond high school.

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

As described throughout this narrative, key evidenced-based interventions include the following:

- Curriculum review, adoption, and implementation
- Implementation of the KS MTSS and alignment model
- High-quality professional development, coaching, and mentoring for staff.
- Increased in-school mental health supports to help address the social emotional needs of all students.
- Retention/premium pay to keep high-quality staff.
- Summer School and credit recovery opportunities to keep all students on track for graduation and success beyond high school.

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

As described throughout this narrative, key evidenced-based interventions which benefit all populations include the following:

- Curriculum review, adoption, and implementation
- Implementation of the KS MTSS and alignment model
- High-quality professional development, coaching, and mentoring for staff.
- Increased in-school mental health supports to help address the social emotional needs of all students.
- Retention/premium pay to keep high-quality staff.
- Summer School and credit recovery opportunities to keep all students on track for graduation and success beyond high school.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$2,405,200	\$0	\$2,405,200	ESSER III Allocations	\$481,040
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$2,405,200	\$0	\$2,405,200	Amount Still Needed	\$481,040
In Review Total	\$2,405,200	\$0	\$2,405,200	In Review Total	\$704,200
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
418-3-0001	Direct	False	1000	644	9	\$325,000	Task Force Review
418-3-0002	Direct	False	1000	644	9	\$325,000	Task Force Review
418-3-0003	Direct	True	1000	110	12	\$110,000	Task Force Review
418-3-0004	Direct	True	1000	120	12	\$15,000	Task Force Review
418-3-0005	Direct	True	1000	300	10	\$42,500	Task Force Review
418-3-0006	Direct	False	2210	300	12	\$10,000	Task Force Review
418-3-0007	Direct	False	2210	110	12	\$28,000	Task Force Review
418-3-0008	Direct	True	1000	110	11A	\$131,312	Task Force Review
418-3-0009	Direct	True	1000	120	11A	\$12,441	Task Force Review
418-3-0010	Direct	True	1000	110	11B	\$30,000	Task Force Review
418-3-0011	Direct	True	1000	120	11B	\$10,000	Task Force Review
418-3-0012	Direct	False	1000	644	9	\$325,000	Task Force Review
418-3-0013	Direct	False	1000	110	16	\$200,000	Task Force Review
418-3-0014	Direct	False	1000	120	16	\$125,000	Task Force Review
418-3-0015	Direct	True	1000	110	12	\$110,000	Task Force Review
418-3-0016	Direct	True	1000	120	12	\$15,000	Task Force Review
418-3-0017	Direct	True	1000	300	10	\$42,500	Task Force Review
418-3-0018	Direct	False	2210	110	12	\$28,000	Task Force Review
418-3-0019	Direct	False	2210	300	12	\$10,000	Task Force Review
418-3-0020	Direct	True	1000	120	11A	\$12,441	Task Force Review
418-3-0021	Direct	True	1000	110	11A	\$133,006	Task Force Review
418-3-0022	Direct	True	1000	110	11B	\$30,000	Task Force Review
418-3-0023	Direct	True	1000	120	11B	\$10,000	Task Force Review
418-3-0024	Direct	False	1000	110	16	\$200,000	Task Force Review
418-3-0025	Direct	False	1000	120	16	\$125,000	Task Force Review

Line Item Details

Line Item ID: 418-3-0001

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

New Mathematics Curriculum (K-12)

Account Number

3-07-01000-644-019-8000

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

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

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

New curriculum for Tier I, II, & III support for students K-12 in mathematics - During the 2021/22 school year, staff worked to review and adopt new curriculum K-12 in mathematics to address learning gaps that resulted from, and grew as a result of, the COVID-19 pandemic. During the process, i-Ready was selected for K-5 mathematics and will be used across our elementary schools - Eisenhower, Lincoln, Roosevelt, and Washington. i-Ready Mathematics provides just-in-time instruction that is responsive to individual student needs, engages students with relevant challenges and provides pathways to deeper understanding, enables students to advance quickly once they master a skill, building their confidence and maximizing their engagement, presents real-world problems that help students understand the "why" behind the "how", and builds internal motivation while encouraging productive struggle with Learning Games. Beginning in SY2022/23, each elementary will begin utilizing i-Ready to support students, address learning gaps, and improve outcomes toward our local and state board goals.

During the process, enVision was selected for 6-12 mathematics and will be used at McPherson Middle School and McPherson High School. enVision Mathematics focuses on deep conceptual math understanding aided by visual models, personalized learning, and 3-act tasks. Family Engagement resources provide essential information for families to use in supporting their students at home. Beginning in SY2022/23, each of our secondary schools began utilizing enVision to support students, address learning gaps, and improve outcomes toward our local and state board goals.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$325,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$325,000</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

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

Account Name

New Science Curriculum (K-12)

Account Number

3-07-01000-644-019-8000

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

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

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

New curriculum for Tier I, II, & III support for students K-12 in science - During SY2022/23, district staff are working to review and adopt new curriculum K-12 in Science to address learning gaps that resulted from, and grew as a result of, the COVID-19 pandemic. At this time, no selection has been made. However, we know that new curriculum K-12 in science will be vital in our effort to support students, address learning gaps, and improve outcomes toward our local and state board goals. For that reason, we have budgeted for this curriculum in alignment with our other efforts in the area of curriculum.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$325,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$325,000</u>

Status

Task Force Review

Line Item ID: 418-3-0003

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

At-Risk Program Support

Account Number

3-07-01000-110-019-8000

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

Staff support for at-risk program at high school to assist with credit recovery and successful high school completion - The district reconfigured a position and added another position to support students at the high school via our McPherson Alternative Center (MAC). At MAC, students receive one-on-one and small group support to successfully meet graduation requirements. The reconfigured position, along with the added staff member, allowed the district to ensure more students had access to this option - and ultimately, help respond to the learning gaps created by the pandemic to ensure graduation is a possibility for students. For budgeting purposes, each position was estimated at \$55,000 per teacher.

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

Status

Task Force Review

Line Item ID: 418-3-0004

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

At-Risk Program Support

Account Number

3-07-01000-120-019-8000

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

Staff support (classified) for at-risk program at high school to assist with credit recovery and successful high school completion - To ensure support for students in a one-on-one and in small groups at McPherson Alternative Center (MAC), the district added a classified position to assist staff and students in the program as they work to successfully meet graduation requirements. For budgeting purposes, the average amount of \$15,000/classified staff member was utilized.

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

Status

Task Force Review

Line Item ID: 418-3-0005

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

Mental Health Supports

Account Number

3-07-01000-300-019-8000

Function Code

1000 - Instruction

Object Code300 - 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**

Coordinate with local mental health agencies to provide in-school support for students - The district has partnered with Prairie View to provide in-school supports for mental health. This is accomplished in two ways: Case Management Services and Clinical Therapist Services. Per the agreement for Case Management services: Case Management services provided to students with Medicaid will be billed through the student's Medicaid coverage. It is expected that case management services may also be rendered to students who do not have Medicaid coverage in crisis or other unique situations. It is expected that there may be situations where a patient balance remains after insurance processing. In order to compensate Provider for situations where insurance cannot be billed, or where a patient balance remains after insurance processing, the School agrees to pay Provider a flat fee per month for the months of August through May (10 months). Budgeted amount for services is: \$2,750 monthly; totaling \$27,500 for the school year. Per the agreement for Clinical Therapist services: Therapy services provided to students with Medicaid and/or Private Insurance will be billed through the student's insurance coverage. It is expected that therapy services may also be rendered to students who do not have insurance coverage in crisis or other unique situations. It is expected that there may be situations where a patient balance remains after insurance processing. In order to compensate Provider for situations where insurance cannot be billed, or where a patient balance remains after insurance processing, the School agrees to pay Provider a flat fee per month for the months of August through May (10 months). Budgeted amount for services is: \$1,500 monthly; totaling \$15,000 for the school year.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$42,500
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$42,500</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

Summer Professional Development

Account Number

3-07-02210-314-019-8000

Function Code

2210 - Improvement of Instruction Services

Object Code

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

Allowable Use

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

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

Professional development for high-yield instructional strategies to improve support for students and address learning gaps - During the summer, we provide staff the opportunity to receive Adaptive Schools training which was not previously possible without ESSER funds. For the four-day training, we budget for a cost of \$2500/day. Adaptive Schools training is predicated on the idea that school-wide improvements in student learning accrue in schools whose work cultures are collaborative. The growing body of work on the impact of collaborative adult professional cultures in schools offers a positive and productive means for organizing the work of on-going school improvement. In such cultures, professionals learn to talk about the hard-to-talk-about details of learning, teaching, assessment and the cumulative effects of their work with students. Productive teams are developed, not born. With this in mind, Adaptive Schools training lays the foundation for the collaborative work of our PLCs throughout the school year, to review student data, develop strategies to help students find success, and engage in dialogue and discussion about what worked well and what needs adjusted to address learning gaps for each student across our system.

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

Status

Task Force Review

Line Item ID: 418-3-0007

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

Summer Professional Development

Account Number

3-07-02210-119-019-8000

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

Teacher compensation during professional development for high-yield instructional strategies to improve support for students and address learning gaps - For the ESSER budget, we plan for a total number of 50 staff members involved in this 4-day training. Compensated at \$20/hour across 28 total hours, that results in a budgeted amount of \$28,000 for this training.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$28,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$28,000</u>

Status

Task Force Review

Line Item ID: 418-3-0008

Allocation Type

Direct Allocation

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

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

Account Name

Summer School (Certified Compensation)

Account Number

3-07-01000-119-019-8000

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 staff compensation for K-12 summer school program to address learning loss and address gaps - We are planning for 58 total certified staff members to be involved in the summer school program. Each staff member is paid in alignment with the negotiated agreement which states "equivalent to the certified hourly contracted rate" - meaning each member receives a different rate based on their individual salary. For budgeting purposes, we utilized an average hourly rate of \$38.37 for each person. For class time, along with prep time, the average payment for staff involved in summer school would be \$2,264. Again, these are budgeted amounts and may differ as we finalize enrollments for Summer 2023.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$131,312
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$131,312</u>

Status

Task Force Review

Line Item ID: 418-3-0009

Allocation Type

Direct Allocation

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

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

Account Name

Summer School (Classified Compensation)

Account Number

3-07-01000-129-019-8340

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 staff compensation for K-12 summer school program to address learning loss and address gaps - We are planning for 18 total classified staff members to be involved in the summer school program. Based on an average hourly rate of \$11.71, we anticipate each person receiving \$691.17 for class time and prep time throughout summer school. Again, these are budgeted amounts and may differ as we finalize enrollments for Summer 2023.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$12,441
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$12,441</u>

Status

Task Force Review

Line Item ID: 418-3-0010

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

Before/After School Programs (Cert Compensation)

Account Number

3-07-01000-110-019-8400

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

Certified compensation for before/after school programs to address learning loss and close gaps - We planned for 20 certified staff members to serve before/after school programs across the district supporting students in a tutorial/small group setting - each receiving a wage of \$20/hour (in alignment with our negotiated agreement). While hours will vary from person to person, we planned on an average of 75 hours being worked per person throughout the school year.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$30,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<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

Before/After School Programs (Class Compensation)

Account Number

3-07-01000-120-019-8400

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

Classified staff compensation for before/after school programs to address learning loss and close gaps - We planned for 10 classified staff members to serve before/after school programs across the district supporting students in a tutorial/small group setting - each receiving an average wage of \$13.33/hour. Again, with hours varying from person to person, we planned on an average of 75 hours being worked per person throughout the year.

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

New Social Studies Curriculum (K-12)

Account Number

4-07-01000-644-019-8000

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

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

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

New curriculum for Tier I, II, & III support for students K-12 in social studies to address learning loss/gaps - During SY2023/24, district staff will work to review and adopt new curriculum K-12 in social studies to address learning gaps that resulted from, and grew as a result of, the COVID-19 pandemic. At this time, no selection has been made. However, we know that new curriculum K-12 in social studies will be vital in our effort to support students, address learning gaps, and improve outcomes toward our local and state board goals. For that reason, we have budgeted for this curriculum in alignment with our other efforts in the area of curriculum.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$325,000**Total Expenditures** \$325,000**Status**

Task Force Review

Line Item ID: 418-3-0013

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

Premium Pay Retention

Account Number

3-07-01000-019-032-8000

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 pay stipends (\$500/staff member) as an incentive to keep high quality staff following the pandemic - We budgeted for 400 certified staff to receive a \$500 stipend.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$200,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$200,000**Status**

Task Force Review

Line Item ID: 418-3-0014

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

Premium Pay Retention

Account Number

3-07-01000-129-032-8000

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 stipends (\$500/staff member) as an incentive to keep high quality staff following the pandemic - We budgeted for 250 classified staff to receive a \$500 stipend.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$0
--	-----

Budgeted Expenditures in SFY 2024	\$125,000
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Total Expenditures	\$125,000
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Status

Task Force Review

Line Item ID: 418-3-0015

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

At-Risk Program Support

Account Number

4-07-01000-110-019-8000

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

Staff support for at-risk program at high school to assist with credit recovery and successful high school completion - The district reconfigured one position and added another position to support students at the high school via our McPherson Alternative Center (MAC). At MAC, students receive one-on-one and small group support to successfully meet graduation requirements. The reconfigured position, along with the added staff member, allowed the district to ensure more students had access to this option - and ultimately, help respond to the learning gaps created by the pandemic to ensure graduation is a possibility for students. For budgeting purposes, each position was estimated at \$55,000 per teacher.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$0
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Budgeted Expenditures in SFY 2024	\$110,000
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Total Expenditures	\$110,000
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Status

Task Force Review

Line Item ID: 418-3-0016

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

At-Risk Program Support

Account Number

4-07-01000-120-019-8000

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

Staff support (classified) for at-risk program at high school with credit recovery and successful high school completion - To ensure support for students in a one-on-one and/or in small groups at McPherson Alternative Center (MAC), the district added a classified position to assist staff and students in the program as they work to successfully meet graduation requirements. For budgeting purposes, the average amount of \$15,000/classified staff member was utilized.

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: 418-3-0017

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

Mental Health Supports

Account Number

4-07-01000-300-019-8000

Function Code

1000 - Instruction

Object Code300 - 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**

Coordinate with local mental health agencies to provide in-school support for students - The district has partnered with Prairie View to provide in-school supports for mental health. This is accomplished in two ways: Case Management Services and Clinical Therapist Services. Per the agreement for Case Management services: Case Management services provided to students with Medicaid will be billed through the student's Medicaid coverage. It is expected that case management services may also be rendered to students who do not have Medicaid coverage in crisis or other unique situations. It is expected that there may be situations where a patient balance remains after insurance processing. In order to compensate Provider for situations where insurance cannot be billed, or where a patient balance remains after insurance processing, the School agrees to pay Provider a flat fee per month for the months of August through May (10 months). Budgeted amount for services is: \$2,750 monthly; totaling \$27,500 for the school year. Per the agreement for Clinical Therapist services: Therapy services provided to students with Medicaid and/or Private Insurance will be billed through the student's insurance coverage. It is expected that therapy services may also be rendered to students who do not have insurance coverage in crisis or other unique situations. It is expected that there may be situations where a patient balance remains after insurance processing. In order to compensate Provider for situations where insurance cannot be billed, or where a patient balance remains after insurance processing, the School agrees to pay Provider a flat fee per month for the months of August through May (10 months). Budgeted amount for services is: \$1,500 monthly; totaling \$15,000 for the school year.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$42,500
Total Expenditures	\$42,500

Status

Task Force Review

Line Item ID: 418-3-0018

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

Summer Professional Development

Account Number

4-07-02210-119-019-8000

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

Teacher compensation during professional development for high-yield instructional strategies to improve support students and address learning gaps - For the ESSER budget, we plan for a total number of 50 staff members involved in this 4-day training. Compensated at \$20/hour across 28 total hours, that results in a budgeted amount of \$28,000 for this training.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$28,000
Total Expenditures	<u>\$28,000</u>

Status

Task Force Review

Line Item ID: 418-3-0019

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

Summer Professional Development

Account Number

4-07-02210-314-019-8000

Function Code

2210 - Improvement of Instruction Services

Object Code

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

Allowable Use

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

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

Professional development for high-yield instructional strategies to improve the support for students and address learning gaps - During the summer, we provide staff the opportunity to receive Adaptive Schools training which was not previously possible without ESSER funds. For the four-day training, we budget for a cost of \$2500/day. Adaptive Schools training is predicated on the idea that school-wide improvements in student learning accrue in schools whose work cultures are collaborative. The growing body of work on the impact of collaborative adult professional cultures in schools offers a positive and productive means for organizing the work of on-going school improvement. In such cultures, professionals learn to talk about the hard-to-talk-about details of learning, teaching, assessment and the cumulative effects of their work with students. Productive teams are developed, not born. With this in mind, Adaptive Schools training lays the foundation for the collaborative work of our PLCs throughout the school year, to review student data, develop strategies to help students find success, and engage in dialogue and discussion about what worked well and what needs adjusted to address learning gaps for each student across our system.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$10,000
Total Expenditures	\$10,000

Status

Task Force Review

Line Item ID: 418-3-0020

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

Summer School (Classified Compensation)

Account Number

4-07-01000-129-019-8340

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 staff compensation for K-12 summer school program to address learning loss and address gaps - We are planning for 18 total classified staff members to be involved in the summer school program. Based on an average hourly rate of \$11.71, we anticipate each person receiving \$691.17 for class time and prep time throughout summer school. Again, these are budgeted amounts and may differ as we finalize enrollments for Summer 2024.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$12,441
Total Expenditures	<u>\$12,441</u>

Status

Task Force Review

Line Item ID: 418-3-0021

Allocation Type

Direct Allocation

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

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

Account Name

Summer School (Certified Compensation)

Account Number

4-07-01000-119-019-8000

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 staff compensation for K-12 summer school program to address learning loss and address gaps - For budgeting purposes, we predicted a 6% increase to staff wages (which ultimately determines the hourly rate for certified staff during summer school). With this in mind, we are planning for 58 total certified staff members to be involved in the summer school program. Each staff member is paid in alignment with the negotiated agreement which states "equivalent to the certified hourly contracted rate" - meaning each member receives a different rate based on their individual salary. For budgeting purposes, we utilized an average hourly rate of \$38.87 for each person. For class time, along with prep time, the average payment for staff involved in summer school would be \$2,293. Again, these are budgeted amounts and may differ as we finalize enrollments for Summer 2024.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$133,006
Total Expenditures	\$133,006

Status

Task Force Review

Line Item ID: 418-3-0022

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

Before/After School Programs (Cert Compensation)

Account Number

4-07-01000-110-019-8400

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

Certified compensation for before/after school programs to address learning loss and close gaps - We planned for 20 certified staff members to serve before/after school programs across the district supporting students in a tutorial/small group setting - each receiving a wage of \$20/hour (in alignment with our negotiated agreement). While hours will vary from person to person, we planned on an average of 75 hours being worked per person throughout the school year.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$30,000**Total Expenditures** \$30,000**Status**

Task Force Review

Line Item ID: 418-3-0023

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

Before/After School Programs (Class Compensation)

Account Number

4-07-1000-120-019-8400

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

Classified staff compensation for before/after school programs to address learning loss and close gaps - We planned for 10 classified staff members to serve before/after school programs across the district supporting students in a tutorial/small group setting - each receiving an average wage of \$13.33/hour. Again, with hours varying from person to person, we planned on an average of 75 hours being worked per person throughout the year.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$10,000**Total Expenditures** \$10,000**Status**

Task Force Review

Line Item ID: 418-3-0024

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

Premium Pay Retention

Account Number

4-07-01000-019-032-8000

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 pay stipends (\$500/staff member) as an incentive to keep high quality staff following the pandemic - We budgeted for 400 certified staff to receive a \$500 stipend.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$0
--	-----

Budgeted Expenditures in SFY 2024	\$200,000
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Total Expenditures	\$200,000
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Status

Task Force Review

Line Item ID: 418-3-0025

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

Premium Pay Retention

Account Number

4-07-01000-129-032-8000

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 stipends (\$500/staff member) as an incentive to keep high quality staff following the pandemic - We budgeted for 250 classified staff to receive a \$500 stipend.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$0
--	-----

Budgeted Expenditures in SFY 2024	\$125,000
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Total Expenditures	\$125,000
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Status

Task Force Review

Line Item Comment from KSDE

ESSER III APPLICATION FOR D0458

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>
Basehor-Linwood	2008 N 155th St, Basehor, KS 660070282	2008 N 155th St, Basehor, KS 660070282
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Doug Powers	dpowers@usd458.org	(913) 724-1396

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Douglas Powers	Superintendent	dpowers@usd458.org	(913) 724-1396

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.usd458.org/apps/pages/index.jsp?uREC_ID=681175&type=d&pREC_ID=1850454

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 458 Basehor-Linwood plan to allocate ESSER III funds to support staff and students in all areas including prevention and mitigation. We will work closely with KDHE, Leavenworth County Health Department, neighboring school districts to continuously and safely operate schools for in-person learning.

Stakeholder Engagement

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

Students

We conducted listening tours with our middle school ambassadors and high school ambassadors, student council and Innovation Academy students. This was a group of about 250 students in all. Their responses will create our continued response for pandemic related instruction. Topics of interest: Summer credit recovery, summer enrichment, and social emotional supports.

Families

We conducted listening tours at buildings, attended site council meetings and PTO meetings. During these meetings we were able to meet with over 180 families throughout the district PK-12. The results of these meeting gave the following topics of interest: Summer credit recovery, summer enrichment, before and after school supervision, social emotional supports, and retention pay for staff.

School and District Administrators including Special Education Administration

District administrative team meets weekly to collaborate on issues. The ESSER III plan is based off of the needs of our students and staff at both the building and district level. Special Education Services are provided by Tonganoxie Basehor-Linwood Special Education Cooperative (TBLSEC) and USD 458 is the fiscal agent. Administrators from TBLSEC are part of the USD 458 administrative team and included in all of our administrative meetings and planning. As we discussed the needs of the district, the TBLSEC administrators would help us adapt and modify solutions for students with special needs. Data collected for the strategic plan and the KESA process give the following topics of interest: Summer credit recovery, summer enrichment, before and after school supervision, use of school improvement specialists, social emotional supports, and retention pay for staff.

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

We have worked closely with multiple stakeholder groups. Principals meet twice a month with district level staff. Principals meet with building leadership teams weekly. The superintendent meets monthly with the union leadership. Board president, vice president, and superintendent meet monthly with union negotiations representatives. Surveys went to all school staff related to needs and future planning allowing for input from all employees. Topics of interest: Summer credit recovery, summer enrichment, before and after school supervision, use of school improvement specialists, social emotional supports, and retention pay for staff.

Tribes

Out of the almost 3000 students 59 identify as Native American. Through building small groups and building surveys 30 students identifying as Native American gave input and were in agreement with their peers. Topics of interest: Summer credit recovery, summer enrichment, and social emotional supports.

Civil Rights Organization including Disability Rights Organizations

The district provided an ESSER III information night as part of back to school night. Only a handful of patrons attended. Special invitations were directed to families of students with disabilities. We have recently reached out to:

- o ACLU-Kansas – civil rights, was unable to comment.
- o Kansas Human Rights Commission – civil rights. The Kansas Human Rights Commission has not established requirements or guidance regarding ESSER III funding plans.
- o Kansas Action for Children – underserved children
- o Disability Rights Center of Kansas – civil rights
- o Kansas NAACP – civil rights
- o Kansas Disability Resources and Advocacy Organizations – civil rights

We are awaiting responses.

Topics of interest: Summer credit recovery, summer enrichment, before and after school supervision, use of school improvement specialists, social emotional supports, and retention pay for staff.

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

The district provided an ESSER III information night as part of back to school night. Only a handful of patrons attended. Special invitations were directed to our local assistance group, local foster families, local law enforcement, and city officials.

Topics of interest:

Children with disabilities-Summer enrichment, 3 responses

English Learners-summer enrichment, before and after school care, 1 response

Children experiencing homelessness-credit recover, summer enrichment, before and after school care, no responses.

Children in foster care-credit recover, summer enrichment, social emotional supports, 1 response

Migratory students-we have no migrant students, no responses.

Children who are incarcerated-we have no incarcerated students, no responses.

Other underserved students-Summer credit recovery, summer enrichment, before and after school supervision, use of school improvement specialists, and social emotional supports, 5 responses.

During FY23 twenty-six McKinney-Vento students attended USD 458. Thirteen were still active at the end of the year. Follow up emails and phone calls were made by the McKinney-Vento coordinator with these families to discuss student and family needs.

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

The district provided an ESSER III information night as part of back to school night. Only a handful of patrons attended, approximately twelve. This information was a repeat of our information with site council, PTO's and listening tours. This information was in our district and building newsletters, on our website, and sent through school email notifications. Information was included in a quarter newsletter to patrons, was part of our back to school listening tour that was advertised on social media, the district website, and the quarterly newsletter in an attempt to notify the public.

Topics of interest: Summer credit recovery, summer enrichment, before and after school supervision, use of school improvement specialists, social emotional supports, and retention pay for staff.

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

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

The impact of COVID-19 was far reaching for the students of USD 458. In Spring of 2020 schools closed and remote/hybrid learning began. In the fall of 2021 students returned to school but in masks and 10-14 day quarantine protocols. Many students and staff were quarantined multiple times. These events caused significant delay in instruction and mastery of outcomes. There does not appear to be a disproportionate impact on special populations.

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

1. Basehor-Linwood will provide summer school programs with strong interventions, enrichment, and credit recovery programs.

Making Summer Count: How Summer Programs Can Boost Children's Learning

McCombs, Jennifer Sloan; Augustine, Catherine; Schwartz, Heather; Bodilly, Susan; McInnis, Brian; Lichter, Dahlia; Cross, Amanda Brown

Education Digest: Essential Readings Condensed for Quick Review, v77 n6 p47-52 Feb 2012

During summer vacation, many students lose knowledge and skills. By the end of summer, students perform, on average, one month behind where they left off in the spring. Participation in summer learning programs should mitigate learning loss and could even produce achievement gains. Indeed, educators and policymakers increasingly promote summer learning as a key strategy to improve the achievement of low-performing students. Rigorous studies have shown that strong summer programs can achieve several important goals: (1) reverse summer learning loss; (2) achieve learning gains; and (3) give low-performing students the chance to master material that they did not learn during the school year. The authors recommend

that districts and other providers invest in staffing and planning for summer learning programs, actively incorporate practices that will help ensure the success of programs, and maximize the benefits of partnerships and a variety of funding sources. They also offer recommendations for policymakers and funders who are interested in supporting summer learning programs.

Think Summer: Early Planning, Teacher Support Boost Summer Learning Programs

Browne, Daniel

Journal of Staff Development, v34 n6 p46-49 Dec 2013

A fundamental problem that continues to plague educators is the achievement gap between low-income and higher-income students. In the ongoing search for solutions, one of the more promising approaches is expanding opportunities for learning, particularly in the summer. This article describes a project funded by The Wallace Foundation that offers guidance on how to start a district-wide summer program from scratch, or how to improve an existing program. This guidance offers handy assistance for harried districts officials, for whom launching and sustaining a summer program and tailoring professional learning to the summer was not easy. The project recommendations come from the RAND Corporation report, "Getting to Work on Summer Learning: Recommended Practices for Success" (Augustine, McCombs, Schwartz, & Zakaras, 2013). By making the decision to start early, recruit the best teachers available, and give them the professional learning, support, and time they need to do their job well, districts can set the stage for a fruitful learning summer.

2. Basehor-Linwood will add School Improvement Specialists at all levels to equip teachers with the classroom tools and skills to address the learning loss as well as continued growth for students of all abilities.

Meta-Analysis of Research on the Relationship of Class-Size and Achievement. The Class Size and Instruction Project.

Glass, Gene V.; Smith, Mary Lee

The first in a series of reports by the Far West Laboratory for Educational Research and Development, this report demonstrates the positive relationship between reduced class size and pupil achievement. The researchers collected about 80 studies that yielded over 700 comparisons of the achievement of smaller and larger classes. The results showed that as class size increases, achievement decreases. For example, the difference in being taught in a class of 20 versus a class of 40 shows an advantage of 6 percentile ranks. The relationship between class size and achievement is slightly stronger at the secondary level, but it does not differ appreciably across different school subjects, levels of pupil IQ, or several other demographic features of classrooms. The report suggests that schools cannot afford the consequences of maintaining large classes all the time and must find ways to finance smaller classes for some pupils or for all pupils for part of the school day.

3. Basehor-Linwood will add building aids at the elementary level for supervision so that school counselors can provide greater availability for individual and group intervention with students.

Meta-Analysis of Research on the Relationship of Class-Size and Achievement. The Class Size and Instruction Project.

Glass, Gene V.; Smith, Mary Lee

The first in a series of reports by the Far West Laboratory for Educational Research and Development, this report demonstrates the positive relationship between reduced class size and pupil achievement. The researchers collected about 80 studies that yielded over 700 comparisons of the achievement of smaller and larger classes. The results showed that as class size increases, achievement decreases. For example, the difference in being taught in a class of 20 versus a class of 40 shows an advantage of 6 percentile ranks. The relationship between class size and achievement is slightly stronger at the secondary level, but it does not differ appreciably across different school subjects, levels of pupil IQ, or several other demographic features of classrooms. The report suggests that schools cannot afford the consequences of maintaining large classes all the time and must find ways to finance smaller classes for some pupils or for all pupils for part of the school day.

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

Additional ESSER funds will be spent on acceptable uses consistent with section 2001(e)(2) of the ARP Act. These funds will continue to support health protocols to ensure continued in-person learning for students along with the social emotional supports for students.

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

Our plan was developed with the input from stakeholders across all sections of the district. The focus will be collaborative as we move forward with continuing conversations as progress monitoring is conducted.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$840,588	\$681,072	\$1,521,660	ESSER III Allocations	\$168,118
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$840,588	\$681,072	\$1,521,660	Amount Still Needed	\$168,118
In Review Total	\$840,588	\$681,072	\$1,521,660	In Review Total	\$840,588
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
458-3-0001	Direct	True	1000	110	11A	\$187,000	Task Force Review
458-3-0002	Direct	True	1000	120	11B	\$134,640	Task Force Review
458-3-0003	Direct	True	1000	110	12	\$110,000	Task Force Review
458-3-0004	Direct	True	1000	110	12	\$63,964	Task Force Review
458-3-0005	Direct	True	1000	110	12	\$63,964	Task Force Review
458-3-0006	Direct	True	2100	120	10	\$281,020	Task Force Review
458-3-0007	True Up	False	1000	110	16	\$340,536	Task Force Review
458-3-0008	True Up	False	1000	120	16	\$340,536	Task Force Review

Line Item Details

Line Item ID: 458-3-0001

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

13401

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 certified staff providing extended learning opportunities for students during the summer. The elementary program will be 7 weeks with 16 hours per week for students and 20 hours for staff. We anticipate 17 staff members serving approximately 200 students. The secondary program will be a four week program of 16 hours for 125 students and 20 hours for 17 staff members.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$93,500
Budgeted Expenditures in SFY 2024	\$93,500
Total Expenditures	\$187,000

Status

Task Force Review

Line Item ID: 458-3-0002

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

13402

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

Salary and benefits for classified staff providing extended learning opportunities for students before and after school. The elementary program will be six hours per week at each building at each of our 5 buildings. We anticipate 12 staff members serving approximately 100 students weekly. The secondary program will also run six hours per week in two secondary buildings. We anticipate 20 staff members serving 125 students weekly.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$67,320
Budgeted Expenditures in SFY 2024	\$67,320
Total Expenditures	\$134,640

Status

Task Force Review

Line Item ID: 458-3-0003

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 Direct

Account Number

13403

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 one middle school intervention specialists to provide direct instruction to students and to help staff provide specialized instruction disrupted due to Covid-19

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$55,000**Budgeted Expenditures in SFY 2024** \$55,000**Total Expenditures** \$110,000**Status**

Task Force Review

Line Item ID: 458-3-0004

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 Direct

Account Number

13404

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 one high school intervention specialists to provide direct instruction to students and to help staff provide specialized instruction disrupted due to Covid-19

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$63,964**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$63,964**Status**

Task Force Review

Line Item ID: 458-3-0005

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 Direct

Account Number

13405

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**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$63,964**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$63,964**Status**

Task Force Review

Line Item Comment from KSDE

Description: Salary and benefits for one elementary school intervention specialist to provide direct instruction to students and to help staff provide specialized instruction disrupted due to Covid-19.

Line Item ID: 458-3-0006

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 Direct

Account Number

13406

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 addition of 10 elementary building aids to help with student intervention and supervision. The addition of the building population and position will allow school counselors to provide more availability for individual and group intervention with students. The additional service is needed due to the increase of student needs.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$140,510**Budgeted Expenditures in SFY 2024** \$140,510**Total Expenditures** \$281,020**Status**

Task Force Review

Line Item ID: 458-3-0007

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

13407

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-19 has placed a tremendous strain on all school employees. This has led to higher than normal attrition rates 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 \$350 retention incentive after the 3rd and 4th quarter of FY23 and the 1st and 3rd quarter of FY24. Part-time employees will be prorated.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$170,268
Budgeted Expenditures in SFY 2024	\$170,268
Total Expenditures	\$340,536

Status

Task Force Review

Line Item ID: 458-3-0008

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

13408

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-19 has placed a tremendous strain on all school employees. This has led to higher than normal attrition rates 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 \$350 retention incentive after the 3rd and 4th quarter of FY23 and the 1st and 3rd quarter of FY24. Part-time employees will be prorated.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$170,268
Budgeted Expenditures in SFY 2024	\$170,268
Total Expenditures	\$340,536

Status

Task Force Review

ESSER III APPLICATION FOR D0494

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

District

Syracuse

Address

103 West Avenue F, Syracuse, KS
678781187

Mail Address

PO Box 1187, Syracuse, KS 678781187

Superintendent Name

Paul Larkin

Superintendent E-mail Address

plarkin@usd494.net

Superintendent Phone Number

(620) 384-7872

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Sami Smith	Board Clerk	ssmith@usd494.net	(620) 383-7872

Plan for Safe Return

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

https://s3.amazonaws.com/scschoolfiles/361/usd_494_reopen_plan.pdf

Use of Funds for CDC Guidance

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

Our district plans to improve the HVAC system in the Barney Akers Gym. This will improve air quality and air flow in the building, as well as provide continuous airflow throughout the day. The existing heating units do not allow for continuous air flow, are very outdated, and do not provide air conditioning. New units will not only improve air quality and air flow, but also help mitigate the spread of COVID-19 in our gym. This is an allowable expense under ESSER criteria guideline fourteen.

Stakeholder Engagement

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

Students

The district communicated with the students 8th through 12th grades. Students were asked to fill out a survey that asked to prioritize district needs and to help set up priorities on how ESSER III funds should be spent. Options ranged from technology needs, academic and social needs, student safety and district facility upgrades/needs. The district received feedback from 120 of the students (70%). Survey results indicated that the number one priority is facilities update.

Families

The district sent out the survey to parents but due to the low response rate, the district also sent it to community groups including rotary club, site council. We also engaged our KESA building and district leadership teams. The survey results continue to have facilities updates as the main priority followed by safety and security. The district received feedback from 14 families (8.2%).

School and District Administrators including Special Education Administration

The school district administrators have been heavily involved in the prioritization process. They have met regularly to help determine priorities and needs of students in planning for the use of ESSER funds. They have further communicated with special education teachers and administration to help determine the needs of students, as well as inquire about needed resources and supports. As a result of these meetings, the following have been determined as the most important to address in our district; 1) Facility needs 2) Student/School Safety 3) Technology Needs Updates.

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

The district surveyed all district teachers, which included those that serve on the KNEA negotiation team, the KESA district leadership team and individual KESA building leadership teams. As previously indicated, district administrators were heavily involved in the development of all district ESSER plans. Furthermore, all building administrators followed up with their teachers and staff at faculty meetings in an effort to gain more information/clarification, as well as hear any other suggestions or ideas. 40 staff members responded to the survey that was sent by administration (23.5%)

Tribes

In a review of our student information system, we identified three students (belonging to the same family) who reported as members of a tribe. The district reached out to the parent of these students, in a phone conversation, to gain further feedback on how the district could use ESSER III funds to better serve and/or support the students. The parent indicated that 1) Facility Needs 2) Student/School Safety 3) Staff training were top priorities.

Civil Rights Organization including Disability Rights Organizations

We reached out to the Kansas Human Rights Commission. Unfortunately, they did not have any recommendations on how to better serve and support students with federal monies. The district reached out to the Kansas NAACP, Hutchinson branch. Unfortunately, no response was given. While we did not hear back from anyone, the district plans to implement the following supports that we feel will benefit all of our students: 1) Facility updates 2) Student/ School Safety 3) Technology Needs 4) Staff Training.

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 reached out to the organizations in our state and region regarding suggestions to best meet the needs of our students in various subgroups. Regarding homeless students, the district has reached out to the homeless shelter in Liberal, KS. This is the only shelter in the eleven county SW Kansas region. There has been no response. The district has communicated with our migrant contact at Southwest Plains Regional Service Center migrant consultant to gain more information on better supports that can be offered. The district did receive feedback regarding our migrant students. These include, but are not limited to continued targeted tutoring for students in reading and math and partnering with the local library to allow students to participate in the summer or regular reading program. Our district is proud that we already partner with our local community library to support students. The district will continue to work to mitigate learning loss through our after school and summer school programs.

9 Children with disabilities 5.3%

12 English Learners 7%

6 Homeless 3.5%

5 Foster Care 2.9%

12 Migratory Students 7.1%

0 Incarcerated - District does not currently have any incarcerated children

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

The survey was sent to parents, rotary club, and district site council members. In analyzing the responses it was clear the communities priorities were 1) Facility Needs 2) Student/School Safety 3) Technology Needs 4) Staff Training. We sent the survey by email provided by organizational groups (Rotary) or asking for their email addresses on social media. We had a 15.9% rating (71 people responded).

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 494 has seen a significant increase in social-emotional issues for both students and staff. We have seen an increase of crisis: a student ran away from home, several students were victims of sexual abuse, DCF referrals increased. The district has seen an increase in families relocating. At the beginning of the pandemic, our district enrollment was 611. Today our enrollment is 549.

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

To address learning loss, our district will continue the previous successful strategy of After School at the K-12 school. This is our weekly after school tutoring program. Funds will be used to purchase needed items and to pay our teachers that volunteer to academically support and help our students during this time. The district plans to create a credit recovery program for high school students. This program would run the two weeks following the conclusion of the school year. It would allow students in need to recover failed credits from the school year. Funds will be used to pay the teacher(s) as they teach and support students. Funds would be further used to purchase evidence based curriculum and programs for elementary students. SAVVA science and math curriculum research shows that science understanding, vocabulary, and knowledge improves, but that also showed marked gains in second language student test scores. This would benefit our students, as we have a significant second language population. The proposed math curriculum specifically addresses Tier 1, 2, and 3 interventions. Tiered interventions is one of our areas we are seeking to improve and is addressed in our KESA accreditation plan. The district would purchase a district site license for the Imagine Learning program to combat with learning loss. This researched based intervention program supports/reinforces math and language literacy and is structured to best support ESOL students. The district would also use funds to purchase 170 laptops for students in an effort to reduce the spread of COVID-19.

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

The district will spend the remaining ESSER II funds based upon the submitted and approved ESSER II 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 continues to monitor and evaluate the effectiveness and impact on academics. Our board of education, administration and teachers feel that one of the most effective programs is our After School program for K-12 students. This program incorporates academic support from staff and periodically feeds students as well. This program promotes and provides academic support, mental health support and social/emotional support for all students in attendance. A consultant from SWPRSC meet with and trained our teachers on suicide prevention and student social-emotional supports. Our ESSER III plan addresses not only social-emotional needs, but provides academic and social-emotional support, as well as opportunities for students to connect with other students and peers. This in turn lowers the number of at-risk factors for students and increases the opportunity to be academically successful and stay on track to graduate.

The district will be implementing a character-based curriculum for stand personalized support, possibly Capturing Kids' Hearts to equip our professionals in K-12 education to implement transformational processes focused on social-emotional wellbeing, relationship-driven campus culture, and student connectedness.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,279,439	\$0	\$1,279,439	ESSER III Allocations	\$255,888
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,279,439	\$0	\$1,279,439	Amount Still Needed	\$255,888
In Review Total	\$709,439	\$0	\$709,439	In Review Total	\$266,900
Amount Left	\$570,000	\$0	\$570,000	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
494-3-0001	Direct	False	1000	734	9	\$171,539	Task Force Review
494-3-0003	Direct	True	1000	100	11B	\$54,400	Task Force Review
494-3-0004	Direct	True	1000	100	11A	\$41,000	Task Force Review
494-3-0005	Direct	False	1000	322	10	\$80,000	Task Force Review
494-3-0006	Direct	False	1000	322	3	\$100,000	Task Force Review
494-3-0007	Direct	True	1000	653	9	\$18,500	Task Force Review
494-3-0008	Direct	False	2600	600	7	\$91,000	Task Force Review
494-3-0009	Direct	True	1000	600	11B	\$5,000	Task Force Review
494-3-0010	Direct	True	1000	600	11A	\$13,500	Task Force Review
494-3-0011	Direct	True	1000	100	12	\$134,500	Task Force Review

Line Item Details

Line Item ID: 494-3-0001

Allocation Type

Direct Allocation

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

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

Account Name

Technology

Account Number

39-5-1000-734-00

Function Code

1000 - Instruction

Object Code

734 - Technology -Related Hardware

Allowable Use

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

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

The district will purchase 170 laptops for students and 12 projectors for classrooms to help reduced the spread of COVID19 due to students not having to share.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$171,539
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$171,539</u>
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Status

Task Force Review

Line Item ID: 494-3-0003

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

After School

Account Number

39-5-1000-100-01

Function Code

1000 - Instruction

Object Code

100 - Personal Services - 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

The district will use this money to pay teacher salaries for after school enrichment. We have 8 staff members working with students twice a week after school for one hour each day. The district targets all grade levels and offer additional instruction for math and reading. Students that were invited to after school programs have scored lower on assessments and have been selected to receive additional help.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$11,000
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Budgeted Expenditures in SFY 2023	\$21,700
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Budgeted Expenditures in SFY 2024	\$21,700
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Total Expenditures	<u>\$54,400</u>
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Status

Task Force Review

Line Item ID: 494-3-0004

Allocation Type

Direct Allocation

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

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

Account Name

Summer School

Account Number

39-5-1000-100-02

Function Code

1000 - Instruction

Object Code

100 - Personal Services - 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 district will hold summer school and pay provide pay for the teachers to help students that may have had learning loss due to COVID19. Students will be selected off of assessments that are given. Students that score lower will receive additional help with reading and math. The district will target all grade levels. 2-3 paras, 5-7 teachers will be working with students (depending on how many students). Summer school will run 2 weeks at 4 hours a day with breakfast and lunch.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$20,500
Budgeted Expenditures in SFY 2023	\$20,500
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$41,000</u>

Status

Task Force Review

Line Item ID: 494-3-0005

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

39-5-1000-322-00

Account Number

Staff training

Function Code

1000 - Instruction

Object Code

322 - Instructional Services

Allowable Use

10 - Providing mental health services and supports.

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

The district plans on holding a 2 day training for all employees to provide instructional services on handling mental health concerns. This will be a Capturing Kids Hearts on site training. The training will include all support and materials for the year. This training will help our staff understand and handle mental health concerns for students. We will request all certified staff to the training and hopefully be able to open it to the classified staff.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$80,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$80,000</u>

Status

Task Force Review

Line Item ID: 494-3-0006

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

Instructional Coaching

Account Number

39-5-1000-322-01

Function Code

1000 - Instruction

Object Code

322 - Instructional Services

Allowable Use

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

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

The district will work with the service center to provide the teachers with adequate training. The service center will provide a licensed consultant who will work individually with elementary and secondary licensed staff. Specific instructional strategies will focus on improving current instructional practices. Enhancement of instructional practices will focus on making up the losses of education created by the loss of in person contact with students during the COVID-19 pandemic. By supplementing our teaches instructional abilities we are hopeful that students can experience increased educational growth.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$50,000
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Budgeted Expenditures in SFY 2024	\$50,000
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Total Expenditures	\$100,000
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Status

Task Force Review

Line Item ID: 494-3-0007

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

Software

Account Number

39-5-1000-653-01

Function Code

1000 - Instruction

Object Code

653 - 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

The district plans on purchasing software to monitor student academic achievement. The software the district will purchase is Aimsweb and Star.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$9,250
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Budgeted Expenditures in SFY 2024	\$9,250
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Total Expenditures	\$18,500
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Status

Task Force Review

Line Item ID: 494-3-0008

Allocation Type

Direct Allocation

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

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

Account Name

Custodial Supplies

Account Number

39-5-2600-600-00

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

The district will continue to use ESSER monies to help offset the cost of cleaning supplies due to COVID-19. Since COVID-19 we have increased the frequency of when are custodians clean and disinfect classrooms. In the secondary level we are disinfecting after each class period and at the elementary level we disinfect when they go to lunch. Before COVID-19 we were cleaning and disinfecting after school. These ESSER monies will help cover the cost of additional custodial hours.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$56,000
Budgeted Expenditures in SFY 2024	\$35,000
Total Expenditures	\$91,000

Status

Task Force Review

Line Item ID: 494-3-0009

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

After School Supplies

Account Number

39-5-1000-600-02

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

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

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

The district will provide after school programs and we will use this money to buy supplies needed.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,500
Budgeted Expenditures in SFY 2024	\$2,500
Total Expenditures	\$5,000

Status

Task Force Review

Line Item ID: 494-3-0010

Allocation Type

Direct Allocation

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

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

Account Name

Summer School Supplies

Account Number

39-5-1000-600-03

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

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

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

The district will use money to buy supplies and feed students that attend summer school. The district will provide breakfast and lunch daily to students that are attending summer school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$4,500
Budgeted Expenditures in SFY 2023	\$4,500
Budgeted Expenditures in SFY 2024	\$4,500
Total Expenditures	<u>\$13,500</u>

Status

Task Force Review

Line Item ID: 494-3-0011

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

Title 1 Salary

Account Number

39-5-1000-100-03

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

Due to the amount of students that need additional support (based off assessments) the BOE at USD 494 approved an additional position, Title 1 Reading. The Title 1 Reading teacher will support all at-risk students in reading.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$66,500
Budgeted Expenditures in SFY 2024	\$68,000
Total Expenditures	<u>\$134,500</u>

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) ¹	% Students Approved for Free- or Reduced-Price Lunch ²	Total Direct and True Up Allocation	Previously Eligible	% Requested of Total Allocation Previously	Requested Change	Total Change Request Approved	Eligible net change for Task Force Review	% Eligible of Total Requested	Eligible Value Per Student (FTE) ¹
1	114	Riverside	581	50%	\$ 1,119,203	\$ 1,119,203	100%	\$ 1,086,153	\$ 1,086,153	\$ (33,050)	100%	\$ 1,871
2	214	Ulysses	1,522	64%	\$ 2,452,410	\$ 2,160,732	88%	\$ 2,228,615	\$ 2,228,615	\$ 67,883	100%	\$ 1,464
3	232	De Soto	7,016	11%	\$ 4,386,112	\$ 3,543,878	81%	\$ 3,590,398	\$ 3,590,398	\$ 46,520	100%	\$ 512
4	235	Uniontown	450	61%	\$ 939,572	\$ 931,864	99%	\$ 936,851	\$ 936,851	\$ 4,987	100%	\$ 2,082
5	237	Smith Center	398	45%	\$ 656,592	\$ 619,920	94%	\$ 656,592	\$ 656,592	\$ 36,672	100%	\$ 1,648
6	248	Girard	976	42%	\$ 1,552,876	\$ 1,257,850	81%	\$ 1,269,850	\$ 1,269,850	\$ 12,000	100%	\$ 1,302
7	260	Derby	6,931	44%	\$ 5,939,577	\$ 5,835,223	98%	\$ 5,939,577	\$ 5,939,577	\$ 104,354	100%	\$ 857
8	272	Waconda	293	42%	\$ 536,842	\$ 506,842	94%	\$ 536,842	\$ 536,842	\$ 30,000	100%	\$ 1,833
9	275	Triplains	66	40%	\$ 116,698	\$ 101,529	87%	\$ 115,529	\$ 115,529	\$ 14,000	100%	\$ 1,750
10	309	Nickerson	1,031	51%	\$ 1,626,091	\$ 1,544,002	95%	\$ 1,604,897	\$ 1,604,897	\$ 60,895	100%	\$ 1,557
11	327	Ellsworth	574	30%	\$ 662,253	\$ 653,681	99%	\$ 648,456	\$ 648,456	\$ (5,225)	100%	\$ 1,130
12	363	Holcomb	910	53%	\$ 1,272,173	\$ 920,837	72%	\$ 1,272,173	\$ 1,272,173	\$ 351,336	100%	\$ 1,399
13	408	Marion-Florence	463	44%	\$ 606,625	\$ 420,126	69%	\$ 589,308	\$ 589,308	\$ 169,182	100%	\$ 1,274
14	446	Independence	1,898	65%	\$ 6,179,826	\$ 5,208,909	84%	\$ 6,179,826	\$ 6,179,826	\$ 970,917	100%	\$ 3,256
15	503	Parsons	1,243	73%	\$ 4,663,635	\$ 3,895,993	84%	\$ 4,075,993	\$ 4,075,993	\$ 180,000	100%	\$ 3,279
16	506	Labette County	1,440	59%	\$ 2,917,823	\$ 2,661,908	91%	\$ 2,917,823	\$ 2,917,823	\$ 255,915	100%	\$ 2,027
Total			25,790	41%	\$ 35,628,308	\$ 31,382,497	88%	\$ 33,648,883	\$ 33,648,883	\$ 2,266,386	100%	\$ 1,305

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 D0114

Status
Approved

KSDE Application Comments

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

Current Directory Information

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

Authorized Representative of the District Information

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

Plan for Safe Return

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

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

Use of Funds for CDC Guidance

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

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

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

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

Stakeholder Engagement

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

Students

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

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

Families

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

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

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

School and District Administrators including Special Education Administration

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

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

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

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

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

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

Tribes

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

Civil Rights Organization including Disability Rights Organizations

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,119,203	\$0	\$1,119,203	ESSER III Allocations	\$223,841
Approved Total	\$1,058,203	\$0	\$1,058,203	Approved Total	\$394,781
Amount Left	\$61,000	\$0	\$61,000	Amount Still Needed	\$0
In Review Total	\$27,950	\$0	\$27,950	In Review Total	\$0
Amount Left	\$33,050	\$0	\$33,050	Amount Still Needed	\$0

Line Items

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

Line Item Details

Line Item ID: 114-3-0030

Allocation Type

Direct Allocation

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

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

Account Name

Instruction

Account Number

07-1000-110-03

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

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

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,000
Budgeted Expenditures in SFY 2024	\$22,950
Total Expenditures	\$27,950

Status

Task Force Review

Line Item ID: 114-3-0001

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III Certified

Account Number

07-1000-110-03

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

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

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

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

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$93,863
Budgeted Expenditures in SFY 2024	\$117,142
Total Expenditures	\$211,005

Status

Approved

Line Item ID: 114-3-0003

Allocation Type

Direct Allocation

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

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

Account Name

ESSER III Non-Certifie3d

Account Number

07-1000-115-03

Function Code

1000 - Instruction

Object Code115 - Temporary Certified Substitutes'
Salaries for Certified Staff**Allowable Use**

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

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

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

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

Status

Approved

Line Item ID: 114-3-0004

Allocation Type

Direct Allocation

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

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

Account Name

ESSER II Non-Certified

Account Number

07-1000-120-03

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

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

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$28,589
--	----------

Budgeted Expenditures in SFY 2024	\$35,424
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Total Expenditures	\$64,013
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Status

Approved

Line Item ID: 114-3-0005

Allocation Type

Direct Allocation

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

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

Account Name

Instruction

Account Number

07-1000-120-03

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

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

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

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

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

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

Budgeted Expenditures in SFY 2024	\$41,000
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Total Expenditures	\$41,000
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Status

Approved

Line Item ID: 114-3-0006

Allocation Type

Direct Allocation

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

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

Account Name

Instruction

Account Number

07-1000-210-03

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

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

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

Fringe Package for Reading Para-Professionals

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

Approved

Line Item ID: 114-3-0007

Allocation Type

Direct Allocation

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

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

Account Name

Insurance

Account Number

07-1000-210-03

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

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

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

Additional Teacher Fringe Benefits

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

Approved

Line Item ID: 114-3-0008

Allocation Type

Direct Allocation

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

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

Account Name

Employer Share of FICA

Account Number

07-1000-220-03

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

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

Additional Teachers Social Security Contribution

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

Status

Approved

Line Item ID: 114-3-0009

Allocation Type

Direct Allocation

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

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

Account Name

Employer Share of FICA for Non-Certified

Account Number

07-1000-220-03

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

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

Please describe the expenditures within the account and how they will address a COVID-19 need

FICA for non-certified

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,519
Budgeted Expenditures in SFY 2024	\$2,519
Total Expenditures	<u>\$5,038</u>

Status

Approved

Line Item ID: 114-3-0010

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment

Account Number

07-1000-250-03

Function Code

1000 - Instruction

Object Code

250 - Tuition Reimbursement

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Additional Teachers Unemployment Contribution

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,162
Budgeted Expenditures in SFY 2024	\$1,185
Total Expenditures	<u>\$2,347</u>

Status

Approved

Line Item ID: 114-3-0011

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment

Account Number

07-1000-250-03

Function Code

1000 - Instruction

Object Code

250 - Tuition Reimbursement

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Non-certified unemployment contributions by employer

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$112
Budgeted Expenditures in SFY 2024	\$117
Total Expenditures	<u>\$229</u>

Status

Approved

Line Item ID: 114-3-0012

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Purchased Instruction

Account Number

07-1000-300-03

Function Code

1000 - Instruction

Object Code300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**Allowable Use**9 - Purchasing educational technology
(including hardware, software, and
connectivity) for the LEA's students.**Please describe the expenditures within the account and how they will address a COVID-19 need**

All of this software was purchased initially to use in lessons in the Remote Learning setting. We had so much success with some of these programs that we are continuing their use due to their effectiveness with At-Risk students and students that are behind grade level. \$5931 is spent annually on Reflex software. Reflex is a math intervention website that is used in our Middle School for students that are struggling in the classroom, At-Risk students, and Students with Disabilities. \$978 was spent with IntraData software which allows our students to read and create book reports online, which the teacher has access to. \$3410 was spent on Soday Reading System which is the main online reading strategy and intervention system used at all grade levels. Soday is particularly used with struggling readers, At-Risk students, and Students with Disabilities. \$10,600 was spent on IXL Learning which is another in-class progress monitoring system used by classroom teachers. \$3515 was spent on BrainPop software which is an interactive Science Classroom software for students in a Remote Learning environment and also in the classroom. \$15,750 was spent on Lexia for Remote and Classroom learning in Reading for all of our students including At-Risk, Title, and Students with Disabilities. Since each of these has been so effective with student learning, all of them will be annual subscriptions moving forward. The cost breakdown for each software is in the description.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$42,391
Budgeted Expenditures in SFY 2024	\$42,817
Total Expenditures	\$85,208

Status

Approved

Line Item ID: 114-3-0013

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Other Purchased

Account Number

07-1000-590-03

Function Code

1000 - Instruction

Object Code590 - Inter-educational, Interagency
Purchased Services**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Local academic and SEL testing to determine learning loss due to COVID-19 and to measure academic gains. This purchase was for Fast Bridge assessment and SEL. These are the assessments we use and administer locally to track academic progress and social-emotional health.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,617
Budgeted Expenditures in SFY 2024	\$5,617
Total Expenditures	<u>\$11,234</u>

Status

Approved

Line Item ID: 114-3-0014

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Curriculum

Account Number

07-1000-730-03

Function Code

1000 - Instruction

Object Code

730 - Equipment

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to the COVID-19 pandemic, it was decided to add a mandatory, stand-alone Health Class into the curriculum. We did not have an adequate curriculum for this to happen which required the purchase of a new updated one. We felt that since COVID-19 had created a worldwide health pandemic, increasing the education and awareness of our students by creating a Health class would go towards locally helping to prevent the cause and spread of the virus, through a current and updated curriculum.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,801
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$2,801</u>

Status

Approved

Line Item ID: 114-3-0015

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Instructional

Account Number

07-1000-730-03

Function Code

1000 - Instruction

Object Code

730 - Equipment

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

The COVID-19 pandemic exposed the fact that all of our student devices used in school could not perform adequately in a Remote Learning or online learning environment. These were purchased so that all students had an equal and adequate learning platform from which to learn in those virtual learning situations. This would be for the purchase of twenty devices per year for a total of forty over a two-year span. The price per unit is right at \$700 apiece.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$14,319
Budgeted Expenditures in SFY 2024	\$14,319
Total Expenditures	<u>\$28,638</u>

Status

Approved

Line Item ID: 114-3-0016

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

SEL Curriculum

Account Number

07-1000-730-03

Function Code

1000 - Instruction

Object Code800 - DEBT SERVICE AND
MISCELLANEOUS**Allowable Use**10 - Providing mental health services
and supports.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to the Covid 19-pandemic, the district is in need of an updated, cloud-based SEL curriculum to help provide SEL education and support for all of our students but particularly the high percentage of low SES students in the district. The administration, the district counselors, and social workers overwhelmingly agreed that this curriculum was the best and most effective that they looked at for SEL learning and intervention. We have gone through this program with Kent Reed at KSDE and he is taking this curriculum through the process of approval at the appropriate levels.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$84,604
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$84,604</u>

Status

Approved

Line Item Comment from KSDE

Per narrative, "Additionally, ESSER funds were used to purchase and updated K-12 SEL (Cloud 9) curriculum that the K-12 staff overwhelmingly voted for. This updated curriculum is proving to be extremely effective and consistent through all grade levels and may be the most effective and valuable purchase that we have made with any of the ESSER funding."

Line Item ID: 114-3-0017

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Repairs and Equipment

Account Number

07-2400-800-03

Function Code

2400 - Support Services (School Administration)

Object Code

800 - DEBT SERVICE AND MISCELLANEOUS

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Purchase of approximately 13 teacher laptops. These laptops will replace the laptops of 13 of our current staff with older and dated laptops. During the last round of Remote Learning, we learned that most of the older devices were not capable of allowing these staff member(s) to continuously conduct class effectively and uninterrupted. We are hoping to avoid this from happening again by providing them with adequate equipment should the COVID-19 pandemic spike again causing the necessity for another Remote Learning scenario.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,247
Budgeted Expenditures in SFY 2024	\$5,247
Total Expenditures	<u>\$10,494</u>

Status

Approved

Line Item ID: 114-3-0018

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Other Expenditures

Account Number

07-1000-700-03

Function Code

2400 - Support Services (School Administration)

Object Code

800 - DEBT SERVICE AND MISCELLANEOUS

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to the COVID-19 pandemic, the district has the need to constantly and instantly communicate COVID-19 related issues or concerns with as wide of a group as all patrons down to the parents of a specific class or organization. The Apptegy platform allows this to happen.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,800
Budgeted Expenditures in SFY 2024	\$5,800
Total Expenditures	<u>\$11,600</u>

Status

Approved

Line Item ID: 114-3-0019

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Non-Certified

Account Number

07-2600-120-03

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Additional Custodian and Additional Overtime

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$40,000**Budgeted Expenditures in SFY 2024** \$40,000**Total Expenditures** \$80,000**Status**

Approved

Line Item Comment from KSDE

Per narrative, "Riverside will also continue using funds to pay for two certified staff teachers, one full-time substitute, one additional custodian, 1.5 Reading Specialists, and two full-time nurse assistants."

Line Item ID: 114-3-0020

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Insurance

Account Number

07-2600-210-03

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

210 - Group Insurance

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Health Insurance for Custodian

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,960**Budgeted Expenditures in SFY 2024** \$8,960**Total Expenditures** \$17,920**Status**

Approved

Line Item ID: 114-3-0021

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Employer Share of FICA

Account Number

07-2600-220-03

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

220 - Social Security Contributions

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Social Security for Additional Custodian

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,060
Budgeted Expenditures in SFY 2024	\$3,060
Total Expenditures	<u>\$6,120</u>

Status

Approved

Line Item ID: 114-3-0022

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment

Account Number

07-2600-250-03

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

250 - Tuition Reimbursement

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment for Additional Custodian

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$40
Budgeted Expenditures in SFY 2024	\$40
Total Expenditures	<u>\$80</u>

Status

Approved

Line Item ID: 114-3-0023

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Other

Account Number

07-2600-210-03

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

210 - Group Insurance

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Additional Fringe Benefits for Custodian

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$72
Budgeted Expenditures in SFY 2024	\$72
Total Expenditures	<u>\$144</u>

Status

Approved

Line Item ID: 114-3-0024

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Supplies

Account Number

07-2600-610-03

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

610 - General Supplies and Materials

Allowable Use

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

\$4057 was spent with DWC Laundry LLC on custodial, cleaning, and disinfecting supplies. \$13,901 was spent with Clayton Paper and Distribution on paper, custodial supplies, cleaners, towels, and hand soap. \$14,674 was spent with Hillyard Inc., on maintenance and custodial supplies.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$16,316
Budgeted Expenditures in SFY 2024	\$16,316
Total Expenditures	<u>\$32,632</u>

Status

Approved

Line Item ID: 114-3-0025

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Curriculum

Account Number

07-1000-730-03

Function Code

1000 - Instruction

Object Code

730 - Equipment

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

During the Remote Learning period resulting from COVID-19, the district math scores dropped below state averages (as measured by the KSDE Accountability Report). Upon evaluation, it was determined that the math curriculum was outdated, not sequential, and being taught inconsistently through the grade levels. The most apparent shortfall was the lack of an online curriculum and what we did have was not as effective as we would have hoped. The K-12 staff came together and all decided that the purchase of a K-12 math curriculum addressing each of these concerns was one of the most important steps we could take. Collectively, the staff agrees to the purchase of the Reveal math curriculum in addition to a new math intervention curriculum. Assessment scores show a definite and dramatic effect, even in that short of a time period. By the same measure, overall district math scores improved levels by more than 15%. Free & Reduced students improved 8.69%. Students with Disabilities improved by an incredible 23.45%. Since the Remote Learning environment was the period that our student scores dropped dramatically, we wanted to choose a curriculum that had a strong online presence and component that was user-friendly for the teachers. Additionally, we wanted a curriculum with a strong intervention component that worked cohesively with the intervention piece that we had already purchased. We found that this curriculum was a great fit in all the areas that we needed it to be. This allows us to have a strong, updated, current, and consistent curriculum that will provide our struggling students with a stronger foundation on which to build their math knowledge.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$92,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$92,000</u>

Status

Approved

Line Item ID: 114-3-0026

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Curriculum

Account Number

07-1000-730-03

Function Code

1000 - Instruction

Object Code

730 - Equipment

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

During the Remote Learning period resulting from COVID-19, the district math scores dropped below state averages (as measured by the KSDE Accountability Report). Upon evaluation, it was determined that the math curriculum was outdated, not sequential, and being taught inconsistently through the grade levels. At the time, Riverside was also in need of an updated math intervention curriculum for At-Risk, Title, Students with Disabilities students behind academically, that had an online component for the Remote Learning situation. The K-12 staff came together and all decided that the purchase of a K-12 math intervention curriculum addressing each of these concerns was one of the most important steps we could take. Collectively, the staff agrees to the purchase of the Numbers World math intervention curriculum in addition to a new math curriculum. Assessment scores show a definite and dramatic effect, even in that short of a time period. By the same measure, overall district math scores improved levels by more than 15%. Free & Reduced students improved 8.69%. Students with Disabilities improved by an incredible 23.45%.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$16,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$16,000</u>
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Status

Approved

Line Item Comment from KSDE

Per narrative, "Purchase of a more intense mathematics intervention curriculum (2021-2022)
- The staff decided that Numbers World looked to be the most effective intervention"

Line Item ID: 114-3-0027

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Additional Bus

Account Number

07-2710-700-03

Function Code

2710 - Vehicle Operation

Object Code

700 - PROPERTY

Allowable Use

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

This was a purchase of an additional route bus to allow social distancing required by COVID-19 to ensure the health and safety of our students and families. 2023 Thomas 71-passenger bus. In 2019-2020 Riverside had five bus routes before and after school. Two drivers with underlying health conditions quit due to COVID-19 and we were unable to hire anyone to replace them. Consequently, the number of routes was condensed and reduced from five to three for the 2020-2021 school year. This created a significant problem with close contact and disease spread due to the buses on the existing three routes being extremely crowded. We were able to hire another driver toward the end of the school year and she was able to obtain her CDL over the summer. We decided that the addition of another route was imperative to reduce the amount of time students spent on the bus being exposed and reduce the chance of being in close contact with someone that was infected. To say that we had a large amount of quarantines from the route buses due to due close contact tracing would be an understatement. The remaining route buses that we had were a 2000 and a 2001 model with high mileage and in constant need of repair. So, we as a district decided to replace these to buses that were over 20-years old with one more modern and safe bus allowing us to further spread our student body out before and after school reducing their exposure to COVID-19.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$105,052
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$105,052</u>

Status

Approved

Line Item ID: 114-3-0028

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Bus Cameras

Account Number

07-2710-700-03

Function Code

2710 - Vehicle Operation

Object Code

700 - PROPERTY

Allowable Use

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

The COVID-19 pandemic made clear the necessity of accurate and timely contact tracing to mitigate the spread of the disease. None of the buses owned by USD 114 - Riverside have a functioning camera system on them that would allow this to happen. This purchase would allow us to accurately and quickly contact trace and quarantine allowing the maximum number of students to stay in the classroom as possible.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$12,908
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$12,908
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Status

Approved

Line Item ID: 114-3-0029

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Instructional

Account Number

07-1000-730-03

Function Code

1000 - Instruction

Object Code

730 - Equipment

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Protective Cases for Student Chromebooks. Each case was approximately \$45.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$6,134
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Budgeted Expenditures in SFY 2024	\$6,134
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Total Expenditures	\$12,268
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Status

Approved

ESSER III APPLICATION FOR D0214

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>
Ulysses	111 S. Baughman, Ulysses, KS 678802402	111 S. Baughman, Ulysses, KS 678802402
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Corey Burton	cburton@usd214.org	(620) 356-3655

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Corey Burton	Superintendent	cburton@usd214.org	(620) 356-3655

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.usd214.org/vnews/display.v/ART/62f6cb53b2b39>

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 214 worked closely with the Grant County Health Department and the USD 214 district nursing staff to safely operate in-person learning for the past three years. Our goal has been to remain open allowing us to provide quality instruction while keeping the learning environment safe for all stakeholders. The use of our funds will be reviewed by our local BOE, Site Base Councils, and KSDE to ensure that our expenditures align with best practices, help address learning losses, and promote safety. The funds will be utilized in a variety of areas: staff, technology, curriculum, sanitation, and physical plant needs.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

A survey was sent to all 6-12 students to gain insight on what they felt should be considered for ESSER fund use. We had good participation with 63.2% of the students responding to the survey. The top areas indicated by the students were:

- Offering additional extracurricular activities (31%)
- Facility upgrades that support student health needs (30%)
- After school tutoring programs (29%)
- Providing additional technology for student use (27%)

These results were compiled and shared with the STUCO leadership via the high school principal at a scheduled meeting. During the meeting, it was further explained what ESSER funds are allowed to be utilized for and how student input is important in the process. The students provided additional feedback and had some great ideas that were shared.

Our plan includes We will be using ESSER III funds to purchase new 6-12 math, K-5 math, 3-12 science, 6-12 HGSS, and 3-12 ELA. We will be using ESSER III funds to purchase Acellus licenses for our 9-12 summer school program, credit recovery, and virtual education opportunities. Lexia, Dreambox, Fastbridge, and Fast Forward will be purchased to address learning loss in the area of math and reading. The district will look to apply ESSER III dollars toward an HVAC upgrade at the grade school to provide a safer learning environment. The district will be using ESSER III funds to train staff in the use of Fastbridge and LETRS. Fastbridge will be used to monitor student learning and assess social and emotional needs. Curriculum from Second Step was purchased for our K-8 students and School Connect was purchased for 9-12 to address students social and emotional needs. ESSER III fund will be utilized to support ACT prep classes.

Families

The ESSER III Funding Survey was sent to all USD 214 Pre-K-12 parents/guardians via our online communication program. The survey was able to be taken online using a laptop, phone, or other online devices. We had 105 parents/guardians responding to the survey. The top ESSER areas indicated by our parents/guardians on the survey were:

- Additional personnel and staff support for academic intervention (58%)
- Expanded social and emotional learning and mental health services (54%)
- After school tutoring programs (49%)
- Additional instructional materials and resources (47%)
- Offering additional extra-curricular activities (47%)

These survey results were shared and discussed by the building principals at their first Site Base Council meetings. These councils are made up of parents, business representatives, community leaders, staff members, and students. Good discussion occurred and other ideas were developed.

These survey results were also shared with the board of education at their regularly scheduled October board meeting. The board and administrative staff discussed the best ways to spend our ESSER dollars.

In addition to purchases outlined under student responses, the district has committed ESSER III dollars to maintain small class sizes at the grade schools. We will consider using ESSER III dollars for incentive pay for staff. The last few years have been challenging and it is important that we maintain our high-quality staff. We will be using ESSER III funds for our summer school programs and our afterschool programs.

School and District Administrators including Special Education Administration

We are a 4A Southwest Kansas school district. We have one superintendent, one assistant superintendent, seven building principals, and to additional leadership staff. We are part of the High Plains Special Education Cooperative which has a lead director who is assisted by three assistant directors. We have weekly meetings to discuss a variety of topics. This past year we have had numerous meetings where we discuss our ESSER II & III plan. The building principals have been very instrumental in identifying the needs within their buildings and we are in solidarity with our plan. Our special education director has been an active voice for those students who have special education needs. The top priorities discussed by the administrative team this year have been:

- Summer learning programs (64%)
- Additional personnel and staff support for academic intervention (55%)
- Facility upgrades that support student health needs (45%)
- After school tutoring programs (45%)
- Additional instructional materials and resources (45%)

In addition to what has been outlined above, the district will be using ESSER III funds to support Reflex Math in our K-5 program. We are contracting with Language and Literacy consultants to develop ELA curriculum, maps, research-based instruction, and ELL instructional strategies. The district will be purchasing language translation devices and other programs to help our ELL student close learning gaps.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

The Ulysses School District operates with regularly scheduled Professional Learning Communities. We used this time for building administrators to meet with teachers and school staff regarding our ESSER III plan. The district also uses leadership teams, site councils, PLC's, and Southwest Plains Reginal Service Center to manage curriculum decisions, facilitate the KESA process, and plan in-service activities. The superintendent and principals were able to lead a discussion over ESSER III uses and facilitate a discussion on how best to use our funds with these group. These groups lead to productive conversation and a chance to develop a solid plan for investing our ESSER dollars. Staff was also given a survey to help get data in regards to their input. We had 104 staff members respond to our online survey. The staff survey results indicated:

- Additional personnel and staff support for academic intervention (61%)
- Facility upgrades that support student health needs (57%)
- Additional behavioral support and interventions (55%)
- Additional instructional materials and resources (47%)
- Expanded social and emotional learning and mental health services (45%)

Clarification: We discussed the use of ESSER funds with our teacher's union during the negotiations process. The union asked if the board would consider another round of incentive pay. The board agreed that this was important and it became part of our request.

Tribes

USD 214 has no tribal lands within 50 miles of our district to reach out to. We ran a report from our student information system to see if any of our students/families identify themselves as Native American. We currently have over 700 of our Hispanic population who identify as Native American. This is right at half of our students. With 50% of our students identifying as Native American, our best feedback is our general overall results.

In looking at the overall results from our survey, the following top 5 activities were outlined:

- Facility upgrades that support student health needs (35.3%)
- Offering additional extra-curricular activities (34.2%)
- After school tutoring programs (33.0%)
- Expanded social and emotional learning and mental health services (29.7%)
- Additional instructional materials and resources (27.5%)
- Additional personnel and staff support for academic intervention (25.2%)

Clarification: Of the 679 surveys that were completed only eleven people identified their family as Native American on our survey. This tells me that there is much confusion in how students identify themselves in our enrollment process. These eleven surveys listed the following top priorities:

- Facility upgrades that support student health needs
- After school tutoring programs
- Summer learning programs

These requests are being addressed in our request for ESSER dollars.

Civil Rights Organization including Disability Rights Organizations

The superintendent reached out to those serving in local civil rights organizations. Within our survey of those representing these groups, the results are as follows:

- Offering additional extra-curricular activities (60%)
- Facility upgrades that support student health needs (60%)
- Summer learning programs (40%)
- Offering more teacher professional development to support teacher growth (40%)

Please refer to the activities listed above.

Clarification: The superintendent called the following local civil rights organizations requesting that they complete our online survey. Survey links were sent to each organization:

- Southwest Developmental Services Inc
- LINK, Inc
- Disability Rights Center of Kansas

After a week, only one of these organizations completed a survey. The top three areas from this survey is below:

- Summer learning programs
- After school tutoring programs
- Additional personnel and staff support for academic intervention

These requests are being addressed in our request for ESSER dollars.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

USD 214 has a fair-sized population of students in each of these categories with the exception of children with disabilities. As outlined above we have had multiple meetings discussing ESSER uses with our special education director, special education teaching staff, migrant director, ELL director, and homeless coordinator. These individuals have served as advocates for these students. In our survey that was sent to all parents/guardians, we asked them to indicate if they associated their children with one of these groups. We had 16 parents return surveys with five marking they had a student with disabilities, 9 indicated they had ESL students, 8 indicated that they had foster students, 6 marked that they had migrant students, 4 indicated that they represented students who were incarcerated, and 6 marking they had a student who were underserved. These 49 folks collectively indicated the following suggestions:

- Additional personnel and staff support for academic interventions (43%)
- Expanded social and emotional learning and mental health services (43%)
- Summer learning programs (41%)
- Purchasing additional supplies to sanitize and clean facilities (41%)
- Facility upgrades that support student health needs (35%)

Please refer to the activities listed above.

Clarification: Of the 679 surveys that were completed only one person identified their family as homeless. This one response listed the following three priorities:

- Summer learning programs
- Additional personnel and staff support for academic interventions
- Additional instructional materials and resources

Each of these requests are being addressed in our request for ESSER dollars.

Provide the public the opportunity to provide input and take such input into account

Our survey was sent out to all parents of students in our Pre-K-12 grade programs, all 7-12 students, all staff members, multiple community organizations, and all board members. In total 679 surveys were completed.

Within these survey results the following students were represented:

- Pre-K Early Childhood (26 responses)
- Elementary Students (96 responses)
- Junior High Students (335 responses)
- High School Students (272 responses)
- Not Applicable (58 responses)

In looking at the overall results of our survey, the following top 5 activities were outlined:

- Facility upgrades that support student health needs (35.3%)
- Offering additional extra-curricular activities (34.2%)
- After school tutoring programs (33.0%)
- Expanded social and emotional learning and mental health services (29.7%)
- Additional instructional materials and resources (27.5%)
- Additional personnel and staff support for academic intervention (25.2%)

All this information has been shared with our school board in an open meeting. This information is available online with our board meeting documents.

Clarification: The follow message was emailed throughout the community and posted on our social media accounts:

Greetings USD 214 Students, Staff, Families, and School Community:

Thank you for your continued support of our schools! We are excited to share with you an opportunity to provide some input and feedback on how we identify, prioritize, and invest in our school district through the use of ESSER III funding. The purpose of ESSER III funding is to address the impact of the COVID-19 pandemic on students by mitigating learning losses, supporting social-emotional needs, and ensuring safe in-person learning for students. We will submit an application for our ESSER III funds to the Kansas State Department of Education which includes input and engagement from a variety of stakeholders on how best to prioritize use of these funds. Your input will impact how ESSER III funds are spent across the school district. Please take a few minutes to provide your feedback by completing the USD 214 – ESSER III Funding Survey. Please click [here](#) to take the survey in English or [here](#) to take the survey in Spanish.

Thank you in advance for your input, participation, and engagement in this process.

USD 214 Superintendent

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Some impacts of COVID-19 are easy to measure while other impacts, such as the emotional piece, are more difficult to track. For USD 214, the student attendance rate fell in the 20-21 school year. The number of students with chronic absenteeism was 28.7% (approximately 400 kids). This means they were absent from both in-person and/or remote learning. In a district with an FTE of 1400, this number was exceedingly high. Learning and instruction are both impacted when absenteeism numbers are this high. Our chronic absenteeism rate in 18-19 and 19-20 was 17.8%.

There was also significant learning loss among our students since COVID-19 started in March of 2020. State assessment results for the past few years have shown an increase in the percentage of students at level 1 with the biggest loss in the area of math. Our overall district math scores for students scoring at level 1 have gone from 41.66% in 18-19 to 47.98% in 20-21. In the area of Students with Disabilities this change is even more drastic. Students with Disabilities scoring at level 1 have gone from 64.15% in 18-19 to 67.18% in 20-21.

We have also seen a drastic increase in the number of students who are failing classes, specifically at the junior and senior high school levels over the past three years. In the 19-20 school year, 16% of 9th graders failed at least one course. Last year, the 20-21 school year, this number grew to 22% of 9th graders who failed at least on course. In the area of math, 3% of 9th graders failed a math course. That number rose in the 20-21 school year to 12%. We have implemented professional development for teachers in the area of state standards, best practices, implemented new interventions, and adopted a new math curriculum resource.

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)

Ulysses high school will again be implementing a summer school program for all students who have fallen behind academically. ESSER III funds will be used to purchase the curriculum and staff for this program. Our junior high and grades schools have implemented summer enrichment programs to help students fill gaps in their learning. Acellus is used to help students recover needed credit hours throughout the year.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

We will continue to utilize the activities listed above and continue to implement new strategies as needed. As new programs are implemented, the district will add to and revise the request for funds. The district will be taking a closer look of how to implement ESSER III funds to improve fresh air make-up at Hickok Elementary School.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

USD 214 will monitor student learning through the use of Fastbridge, Lexia, FastForWard, Dreambox, state assessments, ACT, student success data, and graduation rates. Fastbrige will also be utilized to monitor students' social and emotional health and Second Step and School Connect will be used to provide social emotional support and education. The district will maintain four full time counselors. The district will continue to work with Compass Behavior Mental Health and Genesis Health Systems to address the needs of our most needed students. We currently looking to partner with Genesis Health Systems to provide an on campus social working to provided needed services.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$2,452,410	\$0	\$2,452,410	ESSER III Allocations	\$490,482
Approved Total	\$2,160,732	\$0	\$2,160,732	Approved Total	\$427,800
Amount Left	\$291,678	\$0	\$291,678	Amount Still Needed	\$62,682
In Review Total	\$67,883	\$0	\$67,883	In Review Total	\$67,883
Amount Left	\$223,795	\$0	\$223,795	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
214-3-0031	Direct	True	1000	644	12	\$38,883	Task Force Review
214-3-0032	Direct	True	1000	100	12	\$5,000	Task Force Review
214-3-0033	Direct	True	1000	100	12	\$1,300	Task Force Review
214-3-0034	Direct	True	1000	100	11A	\$20,000	Task Force Review
214-3-0035	Direct	True	1000	644	12	\$2,700	Task Force Review
214-3-0001	Direct	False	1000	600	12	\$150,000	Approved
214-3-0002	Direct	False	1000	600	12	\$150,000	Approved
214-3-0003	Direct	False	1000	600	12	\$150,000	Approved
214-3-0004	Direct	False	1000	600	12	\$200,000	Approved
214-3-0005	Direct	False	1000	600	12	\$100,000	Approved
214-3-0006	Direct	False	1000	600	12	\$100,000	Approved
214-3-0007	Direct	True	1000	300	12	\$9,000	Approved
214-3-0008	Direct	False	1000	300	12	\$10,000	Approved
214-3-0009	Direct	True	1000	100	12	\$68,000	Approved
214-3-0010	Direct	True	1000	100	12	\$55,000	Approved
214-3-0011	Direct	True	1000	100	12	\$17,600	Approved
214-3-0012	Direct	True	1000	300	12	\$24,000	Approved
214-3-0013	Direct	True	1000	300	12	\$81,200	Approved
214-3-0014	Direct	True	1000	300	12	\$66,000	Approved
214-3-0015	Direct	False	1000	100	12	\$110,000	Approved
214-3-0016	Direct	True	1000	300	12	\$42,000	Approved
214-3-0017	Direct	False	1000	300	12	\$4,000	Approved
214-3-0018	Direct	False	1000	300	3	\$19,100	Approved
214-3-0019	Direct	False	1000	600	12	\$10,000	Approved
214-3-0020	Direct	False	1000	700	13	\$25,000	Approved
214-3-0021	Direct	False	1000	100	11B	\$20,000	Approved
214-3-0022	Direct	False	1000	100	11A	\$10,000	Approved
214-3-0023	Direct	True	1000	100	11A	\$39,000	Approved
214-3-0024	Direct	True	1000	300	12	\$26,000	Approved
214-3-0025	Direct	False	1000	300	16	\$5,600	Approved

214-3-0026	Direct	False	1000	100	16	\$164,000	Approved
214-3-0027	Direct	False	2500	100	12	\$81,950	Approved
214-3-0028	Direct	False	2100	120	16	\$76,000	Approved
214-3-0029	Direct	False	1000	700	12	\$288,000	Approved
214-3-0030	Direct	False	1000	700	12	\$59,282	Approved

Line Item Details

Line Item ID: 214-3-0031

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

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

The district will purchase a K-5 evidence-based program for utilization for tier 3 reading intervention at the K-5 grade levels. 95 Percent Group is a KSDE-approved evidence-based program for at-risk programs. The 95 Percent Group is an intensive reading intervention designed to identify and create breakthrough moments for students needing extra support, including those with dyslexia and very limited reading proficiency.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$38,883
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$38,883</u>

Status

Task Force Review

Line Item Comment from KSDE

New Line Item

Line Item ID: 214-3-0032

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

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

We are implementing LETRS at our Pre-K 2 building. We are providing incentive pay for each teacher who completes the training at \$3100 in year 2. Change: We are adding additional teachers for the 23-24 school year.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$0
--	-----

Budgeted Expenditures in SFY 2024	\$5,000
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Total Expenditures	\$5,000
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Status

Task Force Review

Line Item Comment from KSDE

New Line Item

Line Item ID: 214-3-0033

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

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

WE are paying for 4 days each year for subs covering for LETRS training. Change: We have added additional staff for the 23-24 school year. (Added \$1300)

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$0
--	-----

Budgeted Expenditures in SFY 2024	\$1,300
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Total Expenditures	\$1,300
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Status

Task Force Review

Line Item Comment from KSDE

New Line Item

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

1000 - Instruction

Object Code

100 - Personal Services - Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

We will be holding summer enrichment opportunities for our K-8 students. We will be using approximately 20 staff for approximately 130 hours with our elementary summer school activities. Change: We have increased the hours for staff as we have shown greater student need (50-60 hours per teacher)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$20,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$20,000

Status

Task Force Review

Line Item Comment from KSDE

New Line Item

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

We will be holding summer enrichment opportunities for our K-8 students. Change: We have purchased additional textbooks to deliver our summer school instruction.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$2,700
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$2,700
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Status

Task Force Review

Line Item Comment from KSDE

New Line Item

Line Item ID: 214-3-0001

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

49

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

We are purchasing a new K-5 Math Curriculum resource to help us address learning loss that occurred over the past three years.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$0
--	-----

Budgeted Expenditures in SFY 2024	\$150,000
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Total Expenditures	\$150,000
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Status

Approved

Line Item ID: 214-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

We are purchasing a new 6-12 Math Curriculum resource to help us address learning loss that occurred over the past three years.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$0
--	-----

Budgeted Expenditures in SFY 2024	\$150,000
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Total Expenditures	\$150,000
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Status

Approved

Line Item ID: 214-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

We are purchasing a new 3-5 ELA Curriculum resource to help us address learning loss that occurred over the past three years.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$150,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$150,000
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Status

Approved

Line Item ID: 214-3-0004

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

49

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

We are purchasing a new 6-12 ELA Curriculum resource to help us address learning loss that occurred over the past three years.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$200,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$200,000
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Status

Approved

Line Item ID: 214-3-0005

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

We are purchasing a new 3-12 Science Curriculum resource to help us address learning loss that occurred over the past three years.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$100,000
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Budgeted Expenditures in SFY 2024	\$0
--	-----

Total Expenditures	\$100,000
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Status

Approved

Line Item ID: 214-3-0006

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

1000 - Instruction

Object Code

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

We are purchasing a new 6-12 Social Studies Curriculum resource to help us address learning loss that occurred over the past three years.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$100,000
Total Expenditures	\$100,000

Status

Approved

Line Item ID: 214-3-0007

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

1000 - Instruction

Object Code

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

We will purchase Fastbridge as a tool to measure and address academic learning and social emotional needs of students created by the COVID pandemic. This will assist us in supporting our students from low-income families, ESL, and children with disabilities.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$4,500
Budgeted Expenditures in SFY 2024	\$4,500
Total Expenditures	\$9,000

Status

Approved

Line Item ID: 214-3-0008

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

1000 - Instruction

Object Code300 - 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**

We are providing professional development opportunities for staff to effectively use Fastbridge data and interventions.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,000**Budgeted Expenditures in SFY 2024** \$5,000**Total Expenditures** \$10,000**Status**

Approved

Line Item ID: 214-3-0009

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

1000 - Instruction

Object Code

100 - Personal Services - Salaries

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are implementing LETRS at our Pre-K 2 building. We are providing incentive pay for each teacher who completes the training at \$3100 in year one.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$68,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$68,000**Status**

Approved

Line Item ID: 214-3-0010

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

49

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

We are implementing LETRS at our Pre-K 2 building. We are providing incentive pay for each teacher who completes the training at \$3100 in year two.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$0
--	-----

Budgeted Expenditures in SFY 2024	\$55,000
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Total Expenditures	\$55,000
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Status

Approved

Line Item ID: 214-3-0011

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

1000 - Instruction

Object Code

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

We will be paying for 4 days each year for subs covering for LETRS training.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$8,800
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Budgeted Expenditures in SFY 2024	\$8,800
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Total Expenditures	\$17,600
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Status

Approved

Line Item ID: 214-3-0012

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

1000 - Instruction

Object Code300 - 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**

We are utilizing Language and Literacy Consultants, Dr. Suzy Myers and Lorie Winters for ELA, Writing Academic Discourse, and Cross Curriculum Planning professional development K-12.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$24,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$24,000</u>
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Status

Approved

Line Item ID: 214-3-0013

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

1000 - Instruction

Object Code300 - 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**

We are purchasing LEXIA as a reading intervention to support academic learning loss.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$11,200
--	----------

Budgeted Expenditures in SFY 2023	\$35,000
--	----------

Budgeted Expenditures in SFY 2024	\$35,000
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Total Expenditures	<u>\$81,200</u>
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Status

Approved

Line Item ID: 214-3-0014

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

1000 - Instruction

Object Code300 - 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**

We are purchasing DreamBox to address learning loss in the area of Math K-12.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$33,000**Budgeted Expenditures in SFY 2024** \$33,000**Total Expenditures** \$66,000**Status**

Approved

Line Item ID: 214-3-0015

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

1000 - Instruction

Object Code

100 - Personal Services - Salaries

Allowable Use12 - 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 ensure small class sizes in our PreK-2 building, we will be maintaining seven sections in 1st and 2nd grade. We are currently in a time of declining enrollment. This has put pressure on us to cut teachers and increase class sizes. This will lead to less individual attention given to each student as we address student learning loss. ESSER III funds will ensure that we can keep our current class splits and maintain small classes at our primary grades giving these students more needed one-on-one help.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$55,000**Budgeted Expenditures in SFY 2024** \$55,000**Total Expenditures** \$110,000**Status**

Approved

Line Item ID: 214-3-0016

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

49

Function Code

1000 - Instruction

Object Code300 - 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**

We are purchasing Fast Forward for literacy intervention.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$21,000**Budgeted Expenditures in SFY 2024** \$21,000**Total Expenditures** \$42,000**Status**

Approved

Line Item ID: 214-3-0017

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

1000 - Instruction

Object Code300 - 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**

We will be purchasing an ACT Prep program for our 11th and 12th grade students to help assist them with their learning loss.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,000**Budgeted Expenditures in SFY 2024** \$2,000**Total Expenditures** \$4,000**Status**

Approved

Line Item ID: 214-3-0018

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

1000 - Instruction

Object Code300 - 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**

We are purchasing K-8 Second Step and 9-12 School Connect to address the social and emotional needs of our students.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$12,900**Budgeted Expenditures in SFY 2024** \$6,200**Total Expenditures** \$19,100**Status**

Approved

Line Item ID: 214-3-0019

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

49

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing Timekettle translation earbuds to assist our ESL students in addressing learning loss.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$10,000**Status**

Approved

Line Item ID: 214-3-0020

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

1000 - Instruction

Object Code

700 - PROPERTY

Allowable Use

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

We will be purchasing new middle school lunch tables to allow for proper social distancing within our lunchroom. Form 9-311-166 has been completed and mailed.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$25,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$25,000
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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: 214-3-0021

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

49

Function Code

1000 - Instruction

Object Code

100 - Personal Services - 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

We will be supporting before and after school extended learning opportunities at multiple buildings. We will be utilizing approximately 5 staff members for approximately 314 hours for after school learning opportunities.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$10,000
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Budgeted Expenditures in SFY 2024	\$10,000
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Total Expenditures	\$20,000
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Status

Approved

Line Item ID: 214-3-0022

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

49

Function Code

1000 - Instruction

Object Code

100 - Personal Services - Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

We will be holding summer enrichment opportunities for our K-8 students. We will be using approximately 20 staff for approximately 130 hours with our elementary summer school activities.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,000
Budgeted Expenditures in SFY 2024	\$5,000
Total Expenditures	<u>\$10,000</u>

Status

Approved

Line Item ID: 214-3-0023

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

1000 - Instruction

Object Code

100 - Personal Services - Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

We will be running summer school for our 6-12 students to assist them in credit recovery due to challenges experienced during Covid and provide enrichment opportunities. We will be utilizing 7 staff members for approximately 284 hours of instruction time. We will be purchasing additional needed equipment and supplies for our summer school programs as well.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$25,000
Budgeted Expenditures in SFY 2024	\$14,000
Total Expenditures	<u>\$39,000</u>

Status

Approved

Line Item ID: 214-3-0024

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

49

Function Code

1000 - Instruction

Object Code300 - 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**

We will be purchasing Acellus to be used as our credit recovery program.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$13,000**Budgeted Expenditures in SFY 2024** \$13,000**Total Expenditures** \$26,000**Status**

Approved

Line Item ID: 214-3-0025

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

49

Function Code

1000 - Instruction

Object Code300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**Allowable Use**16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will continue to use Xello to help students, families, and staff manage the Individualized Plans of Study for students.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,800**Budgeted Expenditures in SFY 2024** \$2,800**Total Expenditures** \$5,600**Status**

Approved

Line Item ID: 214-3-0026

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

49

Function Code

1000 - Instruction

Object Code

100 - Personal Services - Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

COVID has caused hardships and additional responsibilities on all of our employees. Funds will be used to provide a \$750 incentive pay for all full time USD 214 employees. There will be 221 staff members receiving incentive pay on December 19, 2022.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$164,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$164,000</u>

Status

Approved

Line Item ID: 214-3-0027

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

49

Function Code

2500 - Central Services

Object Code

100 - Personal Services - Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"NEW" Partial funding (50%) for the Director of Student Learning. A new position added to address the needs of students created by loss of learning due to Covid related circumstances.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$16,150
Budgeted Expenditures in SFY 2024	\$65,800
Total Expenditures	<u>\$81,950</u>

Status

Approved

Line Item Comment from KSDE

New Line Item

Line Item ID: 214-3-0028

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

49

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

"NEW" Pay for hiring one additional school nurse due to needs created by Covid related duties.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$26,000**Budgeted Expenditures in SFY 2024** \$50,000**Total Expenditures** \$76,000**Status**

Approved

Line Item Comment from KSDE

New Line Item

Line Item ID: 214-3-0029

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

49

Function Code

1000 - Instruction

Object Code

700 - PROPERTY

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"NEW" iPads and Chromebooks for students K-12. Covid exposed a huge digital divide in our district. These devices level the playing field and allow students in need to continue to participate in school even when quarantined due to Covid. Note: We will be purchasing the following: 22-23 (185) Lenovo 500e 2nd Gen Student Chromebooks - 23-24 (309) I-Pads (specific model will be selected next year with bids.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$69,000
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Budgeted Expenditures in SFY 2024	\$219,000
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Total Expenditures	<u>\$288,000</u>
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Status

Approved

Line Item Comment from KSDE

New Line

Line Item ID: 214-3-0030

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

49

Function Code

1000 - Instruction

Object Code

700 - PROPERTY

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

"NEW" USD 214 will use ESSER III funds to provide staff with educational technology that aids regular and substantive educational interactions between students and their teacher. This will include low-income students and children with disability. These interactive technologies will assist in remote or hybrid learning due to the pandemic. Note: We will be making the following purchases in the listed years: 22-23 (12) Promethean ActivePanel Nickel 75" Board with BalanceBox 400 Mobile Stands - 23-24 (10) Promethean ActivePanel Nickel 75" Board with BalanceBox 400 Mobile Stands.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$32,482
Budgeted Expenditures in SFY 2024	\$26,800
Total Expenditures	\$59,282

Status

Approved

Line Item Comment from KSDE

New Line Item

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	\$1,179,709	\$2,364,169	\$3,543,878	Approved Total	\$709,217
Amount Left	\$0	\$842,234	\$842,234	Amount Still Needed	\$0
In Review Total	\$0	\$46,520	\$46,520	In Review Total	\$0
Amount Left	\$0	\$795,714	\$795,714	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
232-3-0018	True Up	False	1000	610	12	\$46,520	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
232-3-0007	True Up	False	1000	110	16	\$1,095,000	Approved
232-3-0008	True Up	False	1000	120	16	\$615,000	Approved
232-3-0009	True Up	False	1000	220	16	\$135,000	Approved
232-3-0010	True Up	False	1000	260	16	\$1,800	Approved
232-3-0011	Direct	False	2100	110	10	\$54,414	Approved
232-3-0012	True Up	False	1000	110	12	\$83,434	Approved
232-3-0013	True Up	False	1000	110	12	\$166,867	Approved
232-3-0014	True Up	False	1000	110	12	\$31,980	Approved
232-3-0015	True Up	False	1000	110	12	\$69,290	Approved
232-3-0016	True Up	False	1000	110	12	\$63,960	Approved
232-3-0017	True Up	False	2100	110	15	\$101,838	Approved

Line Item Details

Line Item ID: 232-3-0018

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

Student Materials

Account Number

80 E 1000 610 0097 000

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Supplemental Literacy Materials for Grades Pre K-5 for addressing learning loss related to COVID 19, including resources for teacher instruction and professional development, student learning and ongoing program licensing. With a heavy focus on student needs and intervention, supplemental resources are required to appropriately support achievement.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$46,520
Total Expenditures	\$46,520

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$50,000
Budgeted Expenditures in SFY 2023	\$50,000
Budgeted Expenditures in SFY 2024	\$50,000
Total Expenditures	<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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$50,000
Budgeted Expenditures in SFY 2024	\$50,000
Total Expenditures	<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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$127,800
Budgeted Expenditures in SFY 2024	\$131,700
Total Expenditures	<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

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$140,000
Budgeted Expenditures in SFY 2024	\$145,600
Total Expenditures	<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

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.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$730,000**Budgeted Expenditures in SFY 2024** \$365,000**Total Expenditures** \$1,095,000**Status**

Approved

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$410,000
Budgeted Expenditures in SFY 2024	\$205,000
Total Expenditures	<u>\$615,000</u>

Status

Approved

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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$90,000
Budgeted Expenditures in SFY 2024	\$45,000
Total Expenditures	<u>\$135,000</u>

Status

Approved

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**

Approved

Line Item ID: 232-3-0011

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 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** \$0**Budgeted Expenditures in SFY 2024** \$54,414**Total Expenditures** \$54,414**Status**

Approved

Line Item ID: 232-3-0012

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

80E100011009700

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 District Literacy Specialist to help staff provide specialized instruction disrupted due to COVID-19. (Continued from ESSER II)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$83,434
Total Expenditures	\$83,434

Status

Approved

Line Item ID: 232-3-0013

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

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 two School Improvement Specialist to coordinate student improvement efforts disrupted due to COVID-19. (Continued from ESSER II)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$166,867
Total Expenditures	\$166,867

Status

Approved

Line Item ID: 232-3-0014

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

80E1001100097000

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 half-time At-Risk teacher to assist students that have fallen behind due to COVID-19. (Continued from ESSER II)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$31,980**Total Expenditures** \$31,980**Status**

Approved

Line Item ID: 232-3-0015

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

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 District Improvement Specialist for Special Education to help staff provide specialized instruction disrupted due to COVID-19. (Continued from ESSER II)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$69,290**Total Expenditures** \$69,290**Status**

Approved

Line Item ID: 232-3-0016

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 II True Up

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 an Autism Specialist to help staff provide specialized instruction disrupted due to COVID-19.
(Continued from ESSER II)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$63,960
Total Expenditures	\$63,960

Status

Approved

Line Item ID: 232-3-0017

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

80E21001100097000

Function Code

2100 - Support Services (Students)

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

Salary and benefits for two school nurses to help address increased health care needs in all schools in light of COVID-19 impact; provide support for contact tracing due to COVID-19. (Continued from ESSER II)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$101,838
Total Expenditures	\$101,838

Status

Approved

ESSER III APPLICATION FOR D0235

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>
Uniontown	601 Fifth Street, Uniontown, KS 66779	601 Fifth Street, Uniontown, KS 66779
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Bret Howard	bhoward@uniontown235.org	(620) 756-4302

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Bret	Superintendent	bhoward@uniontown235.org	(620) 756-4302
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Vance Eden		veden@uniontown235.org	
<u>Other District Representative 2 - Name</u>		<u>Other District Representative 2 - E-mail Address</u>	

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1343716/USD_235_Uniontown_-_Starter_Plan_for_Safe_Return_and_Continuity_of_Services_.pdf

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

The greatest priority of Uniontown USD 235 is ensuring safe in-person learning for our students. The district will continue mitigation measures in regards to cleaning, disinfecting, and the application of proper hygiene to our students. ESSER funds play a crucial role in allowing the district to continue to limit potential spread among our student, staff, and community. With students in person, the next priorities are addressing academic shortfalls and social-emotional needs that have come from the pandemic. With the feedback from our stakeholders, we have chosen to invest in providing these additional support for students. We believe that additional staff with adequate training can help the students and families get back on track.

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 Uniontown student body was encouraged to complete a survey to provide input regarding the use of ESSER funds to overcome the academic obstacles and stressors of the pandemic. These students identified two main areas; increase personnel for academic support and also add a nurse to our staff to address the larger demand. We agree with our students, took this information to heart, and have added these exact services to our application.

Families

Families have been provided with multiple opportunities to provide input via survey to inform our use of ESSER III funds. The parents of Uniontown USD 235 shared many of the same ideas but also included items such as summer learning opportunities, basic needs support (food, clothing), and the expansion of social-emotional support. The addition of Communities in Schools for the 22-23 and 23-34 school years helps address all three of these areas. A summer program run by three staff is also a part of this new application. We also hope to add an additional school counselor to support our students in alignment with this agreed-upon need.

School and District Administrators including Special Education Administration

District administrators were primary points of contact in identifying the needs of the district's school and soliciting ideas for addressing those needs that exist due to the pandemic. The Interlocal 637 and their executive director were collaborative partners and problem-solvers in making plans for the effective and efficient use of our ESSER III funds.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

Teachers have also been given multiple survey opportunities in addition to soliciting guidance from collaborative meetings about our needs due to the pandemic. Teachers have been a huge part in helping to identify student deficiencies and the instructional resources that could be used to address them. Principals had frequent meetings where ideas were considered in relation to feedback from stakeholders and looking at the academic and social-emotional needs of the district. We have been diligent to evaluate the effectiveness of the resources we purchased with ESSER III funds to further add to the conversation about how we use our ESSER III funds.

Tribes

At this time we have no tribes of Native Americans located within the boundaries of the district. Families of all races were given the opportunity to provide input via a survey. This included any Native American families who chose to participate.

Civil Rights Organization including Disability Rights Organizations

We communicated with and received feedback from a variety of organizations that represented diverse perspectives within the field of Civil Rights and Disability Rights. Our ESSER III plan was built with consideration from these organizations to support the academic and social-emotional needs of these populations. These organizations included: the ACLU of Kansas, Kansas Human Rights Commission, Kansas Action for Children, Disability Rights Center of Kansas, Kansas NAACP, and the Southeast Kansas Interlocal 673 (of which we are a part of).

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

Uniontown currently does not have a population of English learners and migratory students. While we do have students that need assistance with basic needs, we are fortunate to not have any students that we are aware of currently experiencing homelessness. The Southeast Kansas Interlocal 637 and the Disability Rights Center of Kansas were contacted to help us gain a better understanding of the needs of children with disabilities. Uniontown does have students in the foster care system. TFI of Fort Scott (who handles all of Bourbon County) was contacted as a stakeholder for this group. Parents who represent these populations would have also provided any feedback they felt appropriate via that survey.

Provide the public the opportunity to provide input and take such input into account

While the community input has not been as substantial as we initially hoped, the input that has been provided has been very valuable. Their input helped identify needs in some cases and in many cases affirmed the thinking of our other stakeholder groups. We are proud to say that we have been able to address nearly every suggested item from the feedback that was given for consideration.

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.

Unfortunately, we have been able to see the impacts of the pandemic in relation to student learning. Student academic proficiency has declined broadly across the 202 students at the JH and HS since the start of the pandemic as measured by the Kansas Assessment Program. Additionally, we have seen elementary students also fall behind the proficiency expectations that have been set for them. Remediation efforts brought through ESSER II funds have been impactful in addressing many of the needs, yet there are still students who have not yet mastered the guaranteed curriculum to be in alignment with district and state expectations. Along the same line of thinking, student social-emotional needs have significantly grown during the pandemic. Significant resources have been added to support these students with ESSER II funds. We are also adding another layer of social-emotional support for these students through our application of ESSER III funds. Tangible academic and social-emotional growth is apparent from these efforts but we are only now beginning to more clearly realize the broad implications that the pandemic has brought upon our educational system.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

Summer learning has been utilized at the elementary level, though this was provided through 21stCCLC funds. This year, we do hope to add academic programming during the summer for needing students to address learning loss via remediated lessons and reteaching.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

Uniontown will be spending its remaining ARP ESSER funds to help all students respond to the impacts of the pandemic. We have added a variety of positions, resources, and opportunities for our students that we believe help combat the loss of learning and heightened social-emotional needs of our students.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Uniontown will continue to track student data to ensure that the right interventions are applied in the right ways to meet our goals for student success. The data uses a variety of normative benchmark and progress monitoring tools to help gauge the impact of all interventions that we employ. This also holds true in regards to the use of our ESSER III funded items. We believe that the voices of our stakeholders have been considered and weighed in choosing a suite of things to meet our unique needs. For those who failed to make their voices heard, we strongly believe that we have looked acutely as advocates for those most in need to also consider how we can best support them.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$939,572	\$0	\$939,572	ESSER III Allocations	\$187,915
Approved Total	\$931,864	\$0	\$931,864	Approved Total	\$609,743
Amount Left	\$7,708	\$0	\$7,708	Amount Still Needed	\$0
In Review Total	\$4,987	\$0	\$4,987	In Review Total	\$0
Amount Left	\$2,721	\$0	\$2,721	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
235-3-0021	Direct	False	1000	153	16	\$1,500	Task Force Review
235-3-0022	Direct	False	2100	600	3	\$2,287	Task Force Review
235-3-0023	Direct	False	2000	323	10	\$1,200	Task Force Review
235-3-0001	Direct	False	2000	733	13	\$15,972	Approved
235-3-0002	Direct	False	2000	733	15	\$8,320	Approved
235-3-0003	Direct	True	1000	111	12	\$297,664	Approved
235-3-0004	Direct	True	1000	213	12	\$43,476	Approved
235-3-0005	Direct	False	2134	213	15	\$14,492	Approved
235-3-0006	Direct	True	1000	260	12	\$497	Approved
235-3-0007	Direct	False	2134	260	15	\$73	Approved
235-3-0008	Direct	False	1000	641	3	\$1,105	Approved
235-3-0009	Direct	True	1000	653	12	\$30,532	Approved
235-3-0010	Direct	False	1000	653	10	\$7,500	Approved
235-3-0011	Direct	False	2100	659	9	\$1,349	Approved
235-3-0012	Direct	False	2000	736	9	\$24,693	Approved
235-3-0013	Direct	False	2000	733	9	\$897	Approved
235-3-0014	Direct	False	1000	110	16	\$72,000	Approved
235-3-0015	Direct	True	2000	300	4	\$237,574	Approved
235-3-0016	Direct	False	2134	111	15	\$42,500	Approved
235-3-0017	Direct	False	1000	120	16	\$84,000	Approved
235-3-0018	Direct	False	2200	290	10	\$3,020	Approved
235-3-0019	Direct	False	1000	300	8	\$7,200	Approved
235-3-0020	Direct	False	2000	300	16	\$39,000	Approved

Line Item Details

Line Item ID: 235-3-0021

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

91

Function Code

1000 - Instruction

Object Code

153 - Additional compensation paid to substitute 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

Since the onset of the pandemic, the number of substitute teachers available to work in our district as sharply declined. Additionally, the increase in absences due to staff adhering to the KDHE guidance increases the number of substitutes needed. The following ESSER funds would reimburse any new substitute up to \$150 for the costs that they incur in becoming an licensed substitute for our district. A substitute would qualify for this reimbursement after their 5th day of subbing within our district during the said year.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,500
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,500</u>

Status

Task Force Review

Line Item ID: 235-3-0022

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

91

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

Purchase water bottles for students to fill at our touchless filling stations instead of drinking from a shared water fountain operated by a manual push bar. This decreases the opportunity for exposure and transmittance among our populations. This is for water bottles only. Filling station are already in the facility and are not a request.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,287
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$2,287</u>

Status

Task Force Review

Line Item ID: 235-3-0023

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

91

Function Code

2000 - Support Services

Object Code

323 - Student Services

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

This is for training related to the addition of a therapy dog to better address the social-emotional needs of our WBE students.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$1,200**Total Expenditures** \$1,200**Status**

Task Force Review

Line Item ID: 235-3-0001

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

91

Function Code

2000 - Support Services

Object Code

733 - Furniture and Fixtures

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

Additional cafeteria tables and also outdoor picnic tables to increase physical distancing during lunch.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$15,972**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$15,972**Status**

Approved

Line Item ID: 235-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

91

Function Code

2000 - Support Services

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

Purchase of desks and chairs needed for the additional classrooms added at WBE and the JH/HS

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$8,320
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$8,320</u>

Status

Approved

Line Item ID: 235-3-0003

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

91

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

Addition of a certified ELA teacher to address learning losses/needs at the JH/HS for the 22-23 and 23-24 school years.
 Extension of the additional certified elementary position that was approved with ESSER II, funds into the 23-24 school year.
 Addition of a school counselor to help address the increased need for social and emotional support due to the pandemic.
 Finally, the addition of two JH-HS summer school support staff to support credit recovery and reteaching needs.

ELA Teacher- \$50,900

Counselor- \$50,900

Elementary Teacher- \$41,600 (\$40,000 already approved in ESSER II but needing an additional \$1,600 from ESSER III to have them at their correct step/ column on the pay scale)

Summer School Support- Two employees at \$3,000 each.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$122,842**Budgeted Expenditures in SFY 2024** \$174,822**Total Expenditures** \$297,664**Status**

Approved

Line Item Comment from KSDE

Please provide a breakdown of each staff member's salary.

Line Item ID: 235-3-0004

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

91

Function Code

1000 - Instruction

Object Code

213 - Health and Accident 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

Insurance benefits for above listed teaching positions.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$21,207**Budgeted Expenditures in SFY 2024** \$22,269**Total Expenditures** \$43,476**Status**

Approved

Line Item ID: 235-3-0005

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

91

Function Code

2134 - Nursing Services

Object Code

213 - Health and Accident 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

Insurance benefits for above listed nursing position.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$7,069**Budgeted Expenditures in SFY 2024** \$7,423**Total Expenditures** \$14,492**Status**

Approved

Line Item ID: 235-3-0006

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

91

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment insurance for teaching positions.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$199**Budgeted Expenditures in SFY 2024** \$298**Total Expenditures** \$497**Status**

Approved

Line Item ID: 235-3-0007

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

91

Function Code

2134 - Nursing Services

Object Code

260 - Unemployment Compensation

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment insurance for nursing position.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$73**Total Expenditures** \$73**Status**

Approved

Line Item ID: 235-3-0008

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

91

Function Code

1000 - Instruction

Object Code

641 - Books

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

Purchase of additional copies of readers so that student we can still meet the need as not share copies between students to limit potential exposure.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,105
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,105</u>

Status

Approved

Line Item ID: 235-3-0009

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

91

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

Purchase of Online Subscriptions to address learning loss with our students. Subscriptions include: Kids Discover, iRead, Lexia Core 5, Flocabulary, Reading Eggs, Math Seeds, IXL, Educreations, and Edgenuity.

Kids Discover- \$1,152

iRead- \$640

Lexia Core 5- \$880

Flocabulary- \$120

Reading Eggs- \$415

Math Seeds- \$415

Edgenuity- \$10,100

IXL- \$1400

Educreations- \$144

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$15,266
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Budgeted Expenditures in SFY 2024	\$15,266
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Total Expenditures	\$30,532
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Status

Approved

Line Item Comment from KSDE

5/25 Please provide the correlation to supporting learning loss in targeted populations.

Please provide a breakdown of subscription/software costs

Line Item ID: 235-3-0010

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

91

Function Code

1000 - Instruction

Object Code

653 - Software

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

Purchase of second-step online access along with SAEBRS online screening tool to identify and address the social-emotional needs of our students due to the pandemic.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$3,750
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Budgeted Expenditures in SFY 2024	\$3,750
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Total Expenditures	<u>\$7,500</u>
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Status

Approved

Line Item ID: 235-3-0011

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

91

Function Code

2100 - Support Services (Students)

Object Code

659 - Other

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Purchase of headphones to ensure students have a quality pair in the event remote learning is necessary.

Our current student population is 478 students. From use this year, we believe to need around 80 additional pairs to replace those that have been lost or broken. We are requesting 100 pairs to cover that need and still have around 20 extras for losses/breakages throughout the year.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,349
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,349</u>

Status

Approved

Line Item Comment from KSDE

Please clarify how many pairs of headphones will be purchased and if this will cover the entire student population.

Line Item ID: 235-3-0012

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

91

Function Code

2000 - Support Services

Object Code

736 - Computers and Related Equipment (Including Software if bought as a package)

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Smartboards for use in the district to greater facilitate remote learning. This is also a meaningful instructional tool that increases engagement to address learning loss due to the pandemic.

3 Smartboards at the Elementary
5 Smartboards at the JH/HS

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$24,693
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$24,693</u>

Status

Approved

Line Item ID: 235-3-0013

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

91

Function Code

2000 - Support Services

Object Code

733 - Furniture and Fixtures

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

3 Carts to be used in conjunction with the purchased Smart boards to allow for greater flexibility of use.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$897
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$897</u>

Status

Approved

Line Item ID: 235-3-0014

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

91

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

Incentive Premium Pay in order to retain quality staff in light of the additional duties necessary to implement programs designed to address learning loss and limit lasting negative impacts from the pandemic.

\$750 Per certified employee that was hired by August 22nd, 2022 and still employed with the district April 1 of the 22-23 school year.

\$750 Per certified employee that was hired by August 15th, 2023 and still employed with the district April 1 of the 23-24 school year.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$36,000

Budgeted Expenditures in SFY 2024 \$36,000

Total Expenditures \$72,000

Status

Approved

Line Item Comment from KSDE

Please provide a breakdown of pay per staff member.

Line Item ID: 235-3-0015

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

91

Function Code

2000 - Support Services

Object Code300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Please describe the expenditures within the account and how they will address a COVID-19 need

Communities in Schools Site Coordinator to provide integrated student supports to meet the social-emotional, academic, and mental health needs of students impacted by the pandemic. Also, we hope to provide additional support from a third-party organization to provide instructional coaching services to staff about ways to address learning loss in students.

Job descriptions were emailed to Amy (arzadczynski@ksde.org). Please let me know if you need anything else.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$116,502
Budgeted Expenditures in SFY 2024	\$121,072
Total Expenditures	<u>\$237,574</u>

Status

Approved

Line Item Comment from KSDE

5/25 Please provide the correlation to supporting learning loss in targeted populations.

5/24 Salary breakdown per applicant:

Communities in Schools- The totals for the entire program are

- 22-23= \$100,001.83
- 23-24= \$104,571.84

Greenbush Instructional Coaching Services

- 22-23= \$16,500
- 23-24= \$16,500

Please provide the job description associated with this position.

Line Item ID: 235-3-0016

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

91

Function Code

2134 - Nursing Services

Object Code

111 - Full-Time 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

School nursing services that began with funding from ESSER II to be continued into the 23-24 school year to monitor and maintain healthy school operations for in-person learning.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$42,500
Total Expenditures	\$42,500

Status

Approved

Line Item ID: 235-3-0017

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

91

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

Incentive Premium Pay in order to retain quality staff in light of the additional duties necessary to implement programs designed to address learning loss and limit lasting negative impacts from the pandemic.

\$750 Per classified employee that was hired by August 22nd, 2022, and still employed with the district on April 1 of the 22-23 school year.

\$750 Per classified employee that was hired by August 15th, 2023, and still employed with the district on April 1 of the 23-24 school year.

Part-time employees would receive a pro-rated amount correlated to the percentage of a 40-hour week that they work.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$42,000
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Budgeted Expenditures in SFY 2024	\$42,000
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Total Expenditures	\$84,000
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Status

Approved

Line Item Comment from KSDE

Please provide a breakdown of pay per staff member.

Line Item ID: 235-3-0018

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

91

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

Participation in Employee Assistance Program through Greenbush to provide counseling and other mental health supports to staff.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,510**Budgeted Expenditures in SFY 2024** \$1,510**Total Expenditures** \$3,020**Status**

Approved

Line Item ID: 235-3-0019

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

91

Function Code

1000 - Instruction

Object Code

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

Allowable Use

8 - Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements.

Please describe the expenditures within the account and how they will address a COVID-19 need

Zoom- Education Account for remote learning as needed.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,600**Budgeted Expenditures in SFY 2024** \$3,600**Total Expenditures** \$7,200**Status**

Approved

Line Item ID: 235-3-0020

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

91

Function Code

2000 - Support Services

Object Code300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**Allowable Use**16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

The district needs to partner with Elevate K-12 to provide daily live instruction for three science courses. The district was unable to secure an in-person teacher due to shortages across the state. Furthermore, data from the KSDE State Assessment shows the need for support above and beyond what can be provided through an asynchronous learning option in order to address learning loss from the pandemic.

Each section cost \$13,000 for a total cost to of \$39,000

Physical Science (2 Sections)

Earth and Space Science (1 Section)

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$39,000

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$39,000

Status

Approved

ESSER III APPLICATION FOR D0237

Status
Approved

KSDE Application Comments

20% - KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Smith Center	216 S. Jefferson, Smith Center, KS 66967	216 S. Jefferson, Smith Center, KS 66967
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Dustin McEwen	dmcewen@usd237.com	(785) 282-6665

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Linda Robinson	USD 237 Treasurer	lrobinson@usd237.com	(785) 282-6665

Other District Representative 1 - Name

Roberta Reinking

Other District Representative 1 - E-mail Address

breinking@usd237.com

Other District Representative 2 - Name

Other District Representative 2 - E-mail Address

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

<https://www.usd237.org/vimages/shared/vnews/stories/61d85a39cb975/Return%20to%20In-Person%20Instruction%20and%20Continuity%20of%20Services%20Dec.%202021%20USD%20237.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 237 is working closely with Smith County Health, the medical providers at Smith County Memorial Hospital, and medical providers at Smith County Family Practice for guidance related to safely operating in-person learning for this year and for the following years. The goal is to remain open to allow us to provide quality instruction and keep the learning environment safe for all stakeholders. The use of our funds will be reviewed by our local BOE and KSDE to ensure that our expenditures align with best practice, help address learning loss, and promote safety. The funds will be utilized in a variety of areas: staff, technology, curriculum, sanitation, and physical plant needs. We will continue our improved cleaning and sanitizing practices implemented during the height of the pandemic.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

To consult with students the superintendent met with the STUCO officers, FFA officers, and Art club officers. During the meeting it was explained what the ESSER funds are allowed to be utilized for and how student input is important in the process. The students provided good feedback and had some great ideas. The student felt it would be very beneficial to improve the JR/SR high school wi-fi speed and connectivity. They also felt that the students needed their own chromebooks to allow for a true one-one chromebook experience. We have addressed improving the connectivity and speed of our Wi-fi with ESSER II. We ordered part of the chromebooks with our ESSER II funds to help us move toward a true one-to-one. The meeting with the students indicates additional student technology is an area we should address. The students were not in favor of summer school, but did feel after-school and before school tutoring would be a beneficial area to utilize funds and that it would be utilized. When asked about instructional materials they felt that several subject areas could use updated materials. A survey was given to the junior high and high school students to gain insight on what they felt should be considered for ESSER fund use. We had great participation with 84.5% of the students responding to the survey. The top areas indicated from the students were:

- Offering additional extracurricular activities (58%)
126 of the 164 surveys prioritize extracurricular activities as very important or important
- Providing additional student technology (51%)
122 of the 164 surveys prioritize student technology as very important or important
- Expanded social and emotional learning (35%)
- Facility Upgrades that support student health needs (35%)
- Additional instructional materials and resources (34%)

Our plan addresses student technology with the purchase of chromebooks to move towards a true one-to-one practice. We have plans for instructional materials and are actively looking for a social emotional curriculum to address student needs.

Families

Our families were given information about ESSER III at our spring parent teacher conferences. We had a great turn out and received lots of feedback from the 171 parent surveys that were filled out. Conservatively estimating that each survey represents two of our students, the survey responses represent at minimum 80% of our students. The surveys and conversations indicated that the parents would like to have us consider the following in our ESSER plan:

- Expanded social and emotional learning (42%)
- After school tutoring programs (38%)
- Providing additional technology for student use (37%)
- Additional instructional materials and resources (34%)

We are addressing their considerations in our plan by employing additional staff, researching social emotional curriculum to purchase, and adding technology for students. Our plan has additional instructional resources and we plan to add personnel. We currently have tutoring time at the JR/SR HS level.

School and District Administrators including Special Education Administration

We are a small school and have three administrators (2 principals and 1 superintendent). We met a minimum of once a month as an administrative team and had numerous individual meetings to discuss our ESSER III plan. The building principals have been very instrumental in identifying the needs within their buildings and we are in solidarity with our plan. We need technology, instructional materials and staff. USD 237 works with the North Central Kansas Special Educational Cooperative for our special education services. The district has collaborated with NCKSEC director and assistant director to ensure our ESSER III plan supported the needs of all populations of students. ESSER III fund usage is discussed in our monthly council of superintendent meetings with NCKSEC.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

USD 237 took time during a district inservice day to meet with teachers and school staff regarding our ESSER III plan. It was a productive meeting where they were able to learn about the authorized uses of the ESSER funds and we were able to have an open dialogue about the needs they saw. Individual staff have emailed and spoken directly to the superintendent regarding how they feel the funds can best be utilized to meet the needs of our district and students. Staff were also given a survey to help get data in regards to their input. The staff survey results indicated:

- Additional instructional materials and resources (68%)
- Additional personnel and staff support for academic interventions (65%)
- Expanded social and emotional learning services (43%)

Each of these identified areas are important areas to utilize ESSER Funds. Our current plan addresses their input as we are addressing instructional materials and hiring more staff. Our two counselors and building principals are researching social emotional curriculum for the district and we will be including that piece when we find the program that will meet our needs. Additional updated instructional materials and resources will help our students with learning loss. The updated materials will be better aligned with standards, have on-line components, and current topics which will help the students.

Tribes

We do not have tribal lands within 50 miles of USD 237. We did identify eight students through our school information system that identified as American Indian or Alaska Native. The eight students were from five different families. The building principals reached out to families to get input. The individual phone calls or individual meetings were helpful in gathering information regarding how the families felt we could best meet their needs. Updated facilities and the best technology available for their kids was mentioned in the personal conversation with one family as being very important to them. In addition, the families were provided an opportunity to fill out a survey to help us prioritize how to utilize funds. One stakeholder on the community survey identified themselves as a Native American Tribe Member and a parent. They supported:

- Additional personnel and staff support for academic intervention
- Additional behavioral support and interventions
- Additional instructional materials and resources
- Expanded social and emotional learning and mental health services

Additionally, the building principals individually spoke with the students in grade 5-12 that identified as American Indian or Alaska Native. Overall they felt the items on our survey were all good and the students could benefit from any of the items we were considering. The most supported items on the survey were technology for students, social and emotional services, facility upgrades, and cleaning and sanitizing.

Civil Rights Organization including Disability Rights Organizations

We reached out to the United Way of Ellis County as Smith County does not have a local United Way. The executive director identified expanded social and emotional learning and mental health services as a beneficial consideration. She also mentioned additional instructional materials and resources for teachers and for the library as good use of the ESSER III dollars. Keeping summer lunch programs up and running was important to the executive director. As the list of allowable expenses was covered she felt all the supports I mentioned seemed like positive items to consider.

We also reached out to the Kansas Human Rights Commission. An email was received from Executive Director Ruth Glover, stating that "the Kansas Human Rights Commission has not established requirements or guidance regarding ESSER III funding plans."

The third group we reached out to was the Disability Rights Center of Kansas. Lane Williams, legal director for DRC, responded by email after a personal phone conversation. He explained that his organization has received numerous calls from parents of children with disabilities expressing concerns about the harmful disruption to the educational progress of their children due to the pandemic. He endorsed additional supports and services such as summer enrichment and after school tutoring to help students with disabilities.

Six of our parent surveys were returned that indicated they were representing a child with disabilities. The survey results showed the most support for summer learning opportunities, after school tutoring, teacher professional development, and expanded social and emotional learning. We offer summer school and after school tutoring services. Additional staff that will help students that experienced learning loss and we plan to expand our social and emotional learning programs with a greater emphasis on resources to teach social emotional skills. We will look to expand our summer school and afterschool tutoring programs. Eight of our student surveys identified as students with disabilities: 87.5 % indicated providing additional student technology was important/very important.

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 237 has a very small population of English Language Learners and Migratory Students. In an effort to get stakeholder input we reached out to Tim Thornton. Mr. Thornton is the migrant educator for Northwest Kansas Educational Service Center out of Oakley and has helped us secure services for our migrant population. Mr. Thornton recommended and mentioned using the funds for tutoring services, technology, and bilingual materials. The tutoring service will be an area we look to provide during the school day and before/after school.

We also reached out to Aronda Strutt who is the Executive Director of CASA of the 17th Judicial District. Smith County is in the 17th district. CASA represents students in foster care and other underserved students. Mrs. Strutt recommended professional learning for staff in the area of trauma-informed practices as the students CASA represents have often experienced trauma which can impact their academic performance. Focusing on academics is often not a high priority for the students she represents as they are dealing with other issues outside of school. She also mentioned expanded social emotional services and behavior support, as two ways to help the students she represents.

Provide the public the opportunity to provide input and take such input into account

The district conducted a community survey to get more input from stakeholders in the community. Our community survey indicated support for:

- After school tutoring (65%)
- Summer Learning Programs (58%)
- Expanded Social and Emotional Learning Services (51.2%)

We already have a school tutoring program in place, but will determine if we can expand the program. Summer school is already in place for USD 237. As previously mentioned in our application, our counselors are looking for a social emotional curriculum that meets our needs.

We also met with members of the local Kiwanis Club as they are a service organization that seeks to serve the needs of children and improve literacy. Their members had some very solid ideas and voiced that we were on the right track with some of the ideas we mentioned. Summer School and After-School / Before School tutor was strongly supported. Behavior and Social-Emotional support was also supported.

Using all of this feedback and input helped to confirm the direction and use of these funds. Additionally, we will plan to provide feedback to the community in one or more of the following ways:

We will use the charts and graphs from the results of the survey to create a brief PowerPoint or InfoGraphic of the information and send this information to all stakeholders via email or post on our website.

We will share the results of the survey and other feedback loops with any new or existing district and school leadership teams, Site Councils, planning teams, focus groups, etc.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

COVID-19 has impacted our district by learning loss through decreased personal contact with teachers and staff members. Students and staff were negatively impacted socially and emotionally due to social distancing, masking, and quarantine. We protected in-person instruction for most students, however quarantines and remote learning have had an impact throughout the 2021-2022 school year. Increased costs have been experienced due to the need to employ substitutes for teacher absences due to quarantine or precautionary absences. The elementary school saw a decline in reading fluency in K-3 according to our NWEA map scores. In addition, we saw a decline in the number of students at level 3 & 4 on state assessments. The high school experienced a decline in our ACT scores with the 2020 scores falling below the state average for the first time since 2015. Results from the KCTC student surveys indicate that our students are struggling emotionally. There was approximately a 12% increase in students responding to feeling sad or hopeless in 2021 compared to 2020. Our students will continue to need trained staff who can provide additional support and resources in order to be proficient in all areas.

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 COVID-19 pandemic has illuminated for us the need to have an instructional coach or specialist who specifically works with and supports teachers in the identification, development, and aligned implementation of effective, impactful, evidence-based instructional practices, interventions, benchmarking, and progress monitoring. Our academic data shows that, in general, our students have not demonstrated typical achievement and/or growth between school years. We have seen our state assessment scores decrease in Math and ELA. District wide in Math the percentage of students scoring in Level 1 or Level 2 (lowest levels) in 2021 compared to 2019 increased 10.74%. District wide in ELA the percentage of students scoring in Level 1 or Level 2 (lowest levels) in 2021 compared to 2019 increased 5.89%. The percentage of students that scored in the Level 4 category in math was alarming in 2021 as overall only 3.33% of our students reached Level 4. To directly address the academic impact of lost instructional time we are planning on hiring an instructional coach or specialist. An instructional coach can model evidence-based and high-impact instruction for and with our teachers, and this position can even work directly with students in small-group or individualized instructional settings to further determine, develop, and implement instruction to mitigate the impacts and effects of learning loss.

Additionally, the person in this position will help our district align curriculum and evaluate our continuous improvement process. Empirical and peer-reviewed evidence suggests HERE (https://ies.ed.gov/ncee/edLabs/regions/midatlantic/askarel_123.asp) that the implementation of instructional coaches can positively and significantly impact teacher effectiveness through mentoring, instructional planning, and instructional efficacy. This, in turn, supports and impacts improved student learning. Therefore, we plan to employ an instructional coach or specialist with these specific funds to support teacher professional learning and growth specifically targeted to address student learning loss.

We will also use the funds to address the impact of lost instructional time by purchasing individualized educational programs to improve reading and math skills. IXL is a program that uses insights from the student work in the curriculum and uses real-time diagnostic to personalize instruction for each learner. The student will build on their knowledge and review gaps in their learning. Evidence for IXL can be found HERE (<https://www.ixl.com/research/ESSA-Research-Report.pdf>). This study found that the use of IXL had a positive and statistically significant effect on student academic achievement in both math and reading. In addition, students with higher levels of IXL usage experienced greater growth in both subjects.

Another evidenced based program we purchased to address learning loss due to the pandemic is Wilson Phonics. Evidence for Wilson Phonics can be found HERE (<https://ies.ed.gov/ncee/wwc/Intervention/738>). It is a Tier 3 on What Works Clearinghouse and was found to have potentially positive effects on alphabets.

We plan to utilize Renaissance Accelerated Reader to help improve reading scores across the district. Evaluating our data for the winter 2022 MAPS reading testing for grades 4, 5, and 6 we found that 56% of our students were below grade level. On their website they state Accelerated Reader will allow us to: "Motivate, monitor, and manage students' independent reading practice with Accelerated Reader and watch as students develop a true love for reading." Evidence can be found HERE (<https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/14>) and HERE (<https://doc.renlearn.com/KMNet/R61323.pdf>).

The district will also purchase Learning A-Z Raz kids and Corrective Reading to support student learning and address the learning loss due to Covid-19. Evidence can be found HERE ([https://www.learninga-z.com/site/resources/research-and-efficacy#:~:text=Learning%20A%2DZ%20products%20blend%20teacher,and%20backed%20by%20efficacy%20studies\)for](https://www.learninga-z.com/site/resources/research-and-efficacy#:~:text=Learning%20A%2DZ%20products%20blend%20teacher,and%20backed%20by%20efficacy%20studies)for) Learning A-Z. Evidence for Corrective Reading can be found HERE (<https://www.evidenceforessa.org/programs/reading/corrective-reading-elementary>) and HERE (<https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/120>).

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

We will use these funds to support additional staff to help reduce class sizes which will also help us address learning loss and promote social distancing. We will also continue with some extra hours for a part-time math teacher and employing a custodian person we had approved on our ESSER II plan. It is also critical that we retain our current staff that have heroically helped us stay open and provide quality instruction through the difficulties of Covid. We will be offering retention pay to our staff that continues on with USD 237. It is important for the district to improve our technology and increase the number of chromebooks so our students will not have to share devices, have devices that will work with current programs, and teachers can fully utilize best-practices with their students. We have plans to update older HVAC units located in our technology building. Instructional materials will be purchased to help address learning loss and make instruction more effective, by selecting material that will better align with standards, have on-line components, and more current relevant materials to engage students. USD 237 staff and parents have identified a need to address social emotional learning for our students. We have seen a growth in mental health needs and need to address social skills because of the COVID pandemic. We would like to purchase a social emotional curriculum that is evidence based to help meet this need and are currently researching what curriculum we feel will meet the needs of our students.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

USD 237 will determine the impact of allocated expenditures by continuing to track the data used to determine its specific needs in areas that include academics, staff retention, and safe facilities. Academic performance will primarily be measured using Fastbridge as we move to it next year. Incorporating Fastbridge into our district will help us pinpoint deficiencies in areas that need improvement in our students. We will also use supporting measures such as results from the Kansas Assessments and the ACT. Determination of social and emotional impacts will be evaluated through the Kansas Communities that Care survey, as well as anecdotal feedback from staff, students, and parents. Academic and social/emotional effects will also be reflected through monitoring of attendance data and graduation rates. As we implement a new social and emotional curriculum we anticipate gains in the social and emotional skills of our students. We will be focusing on the reading and math interventions from data gathered from Fastbridge next year, but plan to use the SAEBR's survey included with Fastbridge to identify areas our students need interventions. We will diligently track and monitor the data above in hopes to see improvement in the academic and social emotional development of our students and student sub-groups.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$656,592	\$0	\$656,592	ESSER III Allocations	\$131,319
Approved Total	\$584,920	\$0	\$584,920	Approved Total	\$159,749
Amount Left	\$71,672	\$0	\$71,672	Amount Still Needed	\$0
In Review Total	\$71,672	\$0	\$71,672	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
237-3-0033	Direct	False	1000	644	12	\$71,672	Task Force Review
237-3-0001	Direct	True	1000	610	12	\$7,295	Approved
237-3-0002	Direct	True	1000	736	9	\$9,614	Approved
237-3-0003	Direct	True	1000	736	9	\$1,316	Approved
237-3-0004	Direct	True	1000	644	9	\$1,872	Approved
237-3-0005	Direct	True	1000	736	9	\$8,350	Approved
237-3-0006	Direct	True	1000	110	3	\$97,552	Approved
237-3-0007	Direct	True	1000	290	3	\$19,288	Approved
237-3-0008	Direct	True	1000	220	3	\$7,462	Approved
237-3-0009	Direct	False	1000	736	9	\$6,928	Approved
237-3-0010	Direct	False	1000	110	12	\$101,464	Approved
237-3-0011	Direct	False	1000	220	12	\$7,762	Approved
237-3-0012	Direct	False	1000	110	16	\$78,000	Approved
237-3-0013	Direct	False	2122	110	16	\$4,000	Approved
237-3-0014	Direct	False	1000	120	16	\$16,000	Approved
237-3-0015	Direct	False	2400	120	16	\$6,000	Approved
237-3-0016	Direct	False	2700	120	16	\$12,000	Approved
237-3-0017	Direct	False	3100	120	16	\$14,000	Approved
237-3-0018	Direct	False	2600	120	16	\$16,000	Approved
237-3-0019	Direct	False	2410	110	16	\$6,000	Approved
237-3-0020	Direct	False	2312	120	16	\$2,000	Approved
237-3-0021	Direct	False	2313	120	16	\$2,000	Approved
237-3-0022	Direct	False	1000	220	16	\$11,934	Approved
237-3-0023	Direct	False	1000	260	16	\$0	Approved
237-3-0024	Direct	False	1000	110	12	\$12,000	Approved
237-3-0025	Direct	False	2600	600	7	\$10,000	Approved
237-3-0026	Direct	False	1000	736	9	\$75,000	Approved
237-3-0028	Direct	False	2600	120	15	\$26,000	Approved
237-3-0029	Direct	False	2600	220	15	\$1,987	Approved
237-3-0030	Direct	False	2600	270	15	\$855	Approved

237-3-0031	Direct	False	2600	430	14	\$15,241	Approved
237-3-0032	Direct	True	1000	736	9	\$7,000	Approved

Line Item Details

Line Item ID: 237-3-0033

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

Textbooks

Account Number

56-53050

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

We plan to purchase a core curriculum K-8 resource for structured literacy. The current resource we use is not sufficient to adaptively assess and address individual student intervention to help with the learning lost during the Covid-19 pandemic. We had a committee of teachers from multiple grade levels research several resources and they are recommending CKLA Amplify as a structured literacy approach built on the science of reading. This resource provide the teachers resources for teaching phonological awareness, phonics, fluency, vocabulary, comprehension. It is a resource that our teachers see as a way to systematically address learning loss on an individual student intervention basis and improve our current method of structured literacy instruction. With the recent addition of Fastbridge, we recognize that we need to move more of our students out of the "some risk" and "high risk" levels. CKLA Amplify will help us continue to experience academic recovery.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$71,672
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$71,672</u>

Status

Task Force Review

Line Item ID: 237-3-0001

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

SCE Teaching Supplies

Account Number

06-13950

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

Wilson Phonics-Evidenced based program we purchased to address learning loss due to the pandemic is Wilson Phonics. Evidence for Wilson Phonics can be found [HERE](#). It is a Tier 3 on What Works Clearinghouse and was found to have potentially positive effects on alphabetics.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$7,295
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$7,295</u>

Status

Approved

Line Item ID: 237-3-0002

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

Comp software

Account Number

08-18700

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

Accelerated Reading- To address reading lower reading schools due to the pandemic we plan to utilize Renaissance Accelerated Reader in USD 237.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$4,807
Budgeted Expenditures in SFY 2024	\$4,807
Total Expenditures	<u>\$9,614</u>

Status

Approved

Line Item ID: 237-3-0003

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

Comp software

Account Number

08-18700

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

Learning A-Z (Raz Kids)-The district will also purchase Learning A-Z Raz kids to support student learning and address the learning loss due to Covid-19.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$658
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Budgeted Expenditures in SFY 2024	\$658
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Total Expenditures	<u>\$1,316</u>
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Status

Approved

Line Item ID: 237-3-0004

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

textbooks

Account Number

56-53050

Function Code

1000 - Instruction

Object Code

644 - Textbooks

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

Corrective Reading-The district will also purchase Corrective Reading to support student learning and address the learning loss due to Covid-19.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$936
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Budgeted Expenditures in SFY 2024	\$936
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Total Expenditures	<u>\$1,872</u>
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Status

Approved

Line Item ID: 237-3-0005

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

Comp software

Account Number

08-18700

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

IXL- IXL is a program that uses insights from the student work in the curriculum and uses real-time diagnostic to personalize instruction for each learner. The student will build on their knowledge and review gaps in their learning caused by Covid 19.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$4,175
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Budgeted Expenditures in SFY 2024	\$4,175
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Total Expenditures	<u>\$8,350</u>
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Status

Approved

Line Item ID: 237-3-0006

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 /Salary

Account Number

06-12900

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

Instructional Coach- hire an instructional coach who specifically works with and supports teachers in the identification, development, and aligned implementation of effective, impactful, evidence-based instructional practices, interventions, benchmarking, and progress monitoring.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$48,776
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Budgeted Expenditures in SFY 2024	\$48,776
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Total Expenditures	<u>\$97,552</u>
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Status

Approved

Line Item ID: 237-3-0007

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

Dist. Health Insurance Fringe

Account Number

06-16450

Function Code

1000 - Instruction

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

Instructional Coach Fringe

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$9,644**Budgeted Expenditures in SFY 2024** \$9,644**Total Expenditures** \$19,288**Status**

Approved

Line Item ID: 237-3-0008

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

SS

Account Number

06-16270

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Instructional Coach FICA

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,731**Budgeted Expenditures in SFY 2024** \$3,731**Total Expenditures** \$7,462**Status**

Approved

Line Item ID: 237-3-0009

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

Comp software

Account Number

08-18700

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

Fastbridge-Educational program to identify gaps and close those gaps with specific, targeted strategies in LEA students' learning

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$3,464
Budgeted Expenditures in SFY 2023	\$1,732
Budgeted Expenditures in SFY 2024	\$1,732
Total Expenditures	<u>\$6,928</u>

Status

Approved

Line Item ID: 237-3-0010

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

Salary/ Teacher Elementary

Account Number

06-12950

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

Elementary teacher to reduce class sizes to address learning loss and help social distance

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$50,732
Budgeted Expenditures in SFY 2024	\$50,732
Total Expenditures	<u>\$101,464</u>

Status

Approved

Line Item ID: 237-3-0011

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

SS

Account Number

06-16270

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Fica for adding Elementary Teacher

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,881**Budgeted Expenditures in SFY 2024** \$3,881**Total Expenditures** \$7,762**Status**

Approved

Line Item ID: 237-3-0012

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

Instruction Teacher/Salary

Account Number

06-12900

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

USD 237 certified staff (39) will be given \$1000.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$39,000**Budgeted Expenditures in SFY 2024** \$39,000**Total Expenditures** \$78,000**Status**

Approved

Line Item ID: 237-3-0013

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

Salary/Counselor

Account Number

06-1460

Function Code

2122 - Counseling 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

USD 237 counselors will be given \$1000.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,000
Budgeted Expenditures in SFY 2024	\$2,000
Total Expenditures	<u>\$4,000</u>

Status

Approved

Line Item ID: 237-3-0014

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

Salary Non-Certified Aid

Account Number

06-13120

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

\$1000.00 as premium pay for paraprofessionals This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$8,000
Budgeted Expenditures in SFY 2024	\$8,000
Total Expenditures	<u>\$16,000</u>

Status

Approved

Line Item ID: 237-3-0015

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

Salary/Clerical

Account Number

06-13150

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

USD 237 secretaries will be given \$1000.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,000
Budgeted Expenditures in SFY 2024	\$3,000
Total Expenditures	<u>\$6,000</u>

Status

Approved

Line Item ID: 237-3-0016

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

Salary Reg Rts

Account Number

06-33200

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

USD 237 regular bus drivers and transportation/mechanic department head will be given \$1000.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$6,000
Budgeted Expenditures in SFY 2024	\$6,000
Total Expenditures	<u>\$12,000</u>

Status

Approved

Line Item ID: 237-3-0017

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

Salary Food Service

Account Number

24-45150

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

USD 237 cooks and food service department head will be given \$1000.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$7,000
Budgeted Expenditures in SFY 2024	\$7,000
Total Expenditures	<u>\$14,000</u>

Status

Approved

Line Item ID: 237-3-0018

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

Salary Custodian

Account Number

06-14750

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

USD 237 custodians and maintenance department head will be given \$1000.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$8,000
Budgeted Expenditures in SFY 2024	\$8,000
Total Expenditures	<u>\$16,000</u>

Status

Approved

Line Item ID: 237-3-0019

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

Salary Administration

Account Number

06-12150

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

USD 237 administration will be given \$1000.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,000
Budgeted Expenditures in SFY 2024	\$3,000
Total Expenditures	<u>\$6,000</u>

Status

Approved

Line Item ID: 237-3-0020

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

Salary /Administration

Account Number

06-12050

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

USD 237 board clerk will be given \$1000.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,000
Budgeted Expenditures in SFY 2024	\$1,000
Total Expenditures	<u>\$2,000</u>

Status

Approved

Line Item ID: 237-3-0021

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

Salary-District Treasurer

Account Number

06-12100

Function Code

2313 - Board Treasurer 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 237 treasurer will be given \$1000.00 as premium pay. This premium pay will enable the district to retain our highly qualified staff members. Highly qualified staff members will enable students to receive the necessary instruction to overcome learning loss sustained due to Covid-19

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,000
Budgeted Expenditures in SFY 2024	\$1,000
Total Expenditures	<u>\$2,000</u>

Status

Approved

Line Item ID: 237-3-0022

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

SS

Account Number

06-16270

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

Fica for Retention

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,967
Budgeted Expenditures in SFY 2024	\$5,967
Total Expenditures	<u>\$11,934</u>

Status

Approved

Line Item ID: 237-3-0023

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment

Account Number

06-16370

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 for retention

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$0**Status**

Approved

Line Item ID: 237-3-0024

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Extra Duty

Account Number

06-16050

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

Continue to employ paraprofessional added with ESSER II funds to work with students in small groups for math and reading interventions.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$12,000**Total Expenditures** \$12,000**Status**

Approved

Line Item ID: 237-3-0025

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Custodial Supplies

Account Number

06-15950

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

Purchase supplies to allow for the district to clean and sanitize school facility to help reduce the spread of Covid-19-These are cleaning supplies and PPE in response to Covid. Purell Sanitizing Hand Wipes - used by every student any time they leave or enter a room or change locations; Sani cloth wipes - used on surfaces anytime a group of students leave a room; Purell hand sanitizer gel/touchless dispensers - used in lunchrooms and/or other school locations; Disinfectant spray - more being used than normal; Masks for students and staff - continue to replace and purchase; Latex gloves - more being used than normal; Plexi Glass for our building secretaries to help minimize exposure. Additional cleaning and hand washing also contributes to more general supplies being used than normal: paper towels, hand soap, spray bottles, mops, laundry, etc.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$10,000
Total Expenditures	<u>\$10,000</u>

Status

Approved

Line Item ID: 237-3-0026

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

Computer Hardware

Account Number

08-18700

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

To upgrade classroom technology for students. 200 chromebooks, that are needed to be prepared for remote learning and also to help with the learning gap caused by the pandemic. We need reliable technology in the hands of our students capable of running current programs.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$37,500
Budgeted Expenditures in SFY 2024	\$37,500
Total Expenditures	<u>\$75,000</u>

Status

Approved

Line Item ID: 237-3-0028

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

Salary Custodian

Account Number

16-15050

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

We are keeping an additional custodian on staff to help with the cleaning and sanitizing of our facility this employee was approved on ESSER II

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$26,000
Total Expenditures	<u>\$26,000</u>

Status

Approved

Line Item ID: 237-3-0029

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

SS Custodian

Account Number

06-16240

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

220 - Social Security Contributions

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

FICA for the additional custodian

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$1,987
Total Expenditures	<u>\$1,987</u>

Status

Approved

Line Item ID: 237-3-0030

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

Work Comp Custodian

Account Number

06-16330

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

270 - Worker's Compensation

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Workman's Comp for the additional custodian position

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$855
Total Expenditures	<u>\$855</u>

Status

Approved

Line Item ID: 237-3-0031

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

Building Repair and Maintenance

Account Number

95825

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

430 - Repairs and Maintenance Services

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

NEW--This project will help us increase the air movement throughout our elementary school. The current control module is out of date and does not always work which reduces or eliminates air flow. The increase in air flow will be helpful in improving the indoor air quality to address the potential exposure to the coronavirus. This was originally submitted on our ESSER II plan but was removed and is not being added to ESSER III plan. The Construction and Capital Expenditure Prior Approval Request was not approved at the time we originally submitted this project on ESSER II, even though the expenditure was approved. We received an email on 6/7/2022 from Lori Creason with an approval letter for our Construction and Capital Expenditure Prior Approval Request. Lori Creason emailed that the approval letter would work for ESSER III, that we would not need to do another request. We are adding it as a new expenditure. Thanks

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$15,241
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$15,241</u>

Status

Approved

Line Item Comment from KSDE

Allowable if meets CDC guidelines.

Line Item ID: 237-3-0032

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Comp Software

Account Number

95780

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

IXL-IXL is a program that uses insights from the student work in the curriculum and uses real-time diagnostic to personalize instruction for each learner. The student will build on their knowledge and review gaps in their learning caused by Covid 19. IXL was approved for the elementary school in our original application. The JR/SR high school would also like to have the benefit of access to IXL so this request will be adding additional funding for Math and English IXL access for the JR/SR high school students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,500
Budgeted Expenditures in SFY 2024	\$3,500
Total Expenditures	<u>\$7,000</u>

Status

Approved

Line Item Comment from KSDE

New Line Item

ESSER III APPLICATION FOR D0248

Status
Approved

KSDE Application Comments

Stakeholder Engagement Feedback

For Civil Rights Organizations - Special Education Cooperatives are not a civil rights organization.

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Girard	415 North Summit, Girard, KS 667431128	415 North Summit, Girard, KS 667431128
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Blaise Bauer	bbauer@girard248.org	(620) 724-4325

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Blaise Bauer	Superintendent	bbauer@girard248.org	(620) 724-4325

Other District Representative 1 - Name

Laureen Masters

Other District Representative 1 - E-mail Address

lmasters@girard248.org

Other District Representative 2 - Name

Todd Ferguson

Other District Representative 2 - E-mail Address

tferguson@girard248.org

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://www.girard248.org/vimages/shared/vnews/stories/601c12ada0e72/USD%20248%20Return%20to%20School%20Guide%20\(1\).pdf](https://www.girard248.org/vimages/shared/vnews/stories/601c12ada0e72/USD%20248%20Return%20to%20School%20Guide%20(1).pdf)

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

Our school district has relied on the Crawford County Health Department as our guidance for making COVID mitigation decisions. Throughout this COVID pandemic, we have not varied from this. If they recommend it, we implement it. We will continue to follow their lead and guidance in the implementation of COVID protocols in our schools. Moving forward as recommended by our health department, we will continue our COVID testing program for staff and students. This will allow us to identify individuals who may be COVID positive and also help us keep students/staff in school who may have otherwise been quarantined. To keep this practice in place, we plan to retain the services of our testing team with assistance of KDHE and ESSER III Funds. In addition, we will keep PPE's (masks, hand sanitizer, food service equipment that will allow for social distancing, shields, etc.) in stock and continue to provide options/products for proper social distancing, especially in the area of food service.

We also plan to continue the employment of a full-time school therapist and an additional school nurse. Both positions were added in 2021-22 as a resource to deal with COVID cases and student social/emotional needs.

Through stakeholder input, we have garnered support for the afore mentioned preventions and strategies. The main theme from our stakeholders is to do whatever is necessary to keep our students in school.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

The superintendent of schools met with students of both the middle school and the high school student councils to discuss the proposed ESSER 3 plan, explain (with examples) the allowable uses that ESSER III dollars might be used for, and to receive feedback and input on what they would like to see in the plan. While in this meeting, the students completed an on-line survey to express their thoughts regarding the ESSER III plan. There were also students who participated in the online community survey, which was open to anyone who wanted to respond. When students were asked about their thoughts and ideas that should be included in the plan, the top three allowable uses that they identified were #1-continuing technology upgrades, #2 - facility upgrades that support student health needs and #3 - additional personnel and staff support for academic interventions. The students also expressed their appreciation for the supports that were in place during the past school year (testing program, school nurse, school therapist, etc..)

Families

The superintendent sent a personal email to every USD 248 parent/guardian explaining the ESSER III plan and how it can impact our school district. In this email, families had an opportunity to complete a survey to express what they perceived as the most important needs in our school district to address the COVID pandemic and its fallout. In addition, every school board meeting since August of 2021 has included a board agenda item that provides ESSER updates and input. Our family/community survey had 305 responses. The breakdown included 212 (69.5%) parent/guardians, 32 (10.5%) students, 86 (28.2%) faculty members, 15 (4.9%) school administrators/board members, 5 (1.6%) individuals identified as Native American, 7 (2.3%) Self/Parent/Guardian for a child with disabilities, 4 (1.3%) Self/Parent/Guardian for a child in foster care, 33 (10.8%) School Community Patrons and 16 (5.2%) School Community Business Owner/Patron. The overall breakdown of our community survey data revealed that the top three desired allowable uses for ESSER III funding requests were #1 (187 responses or 61.3%)-continuing technology upgrades to support learning, #2 (183 responses or 60%) - Facility upgrades that support student health needs, and #3 (177 responses or 58%) - Additional personnel and staff support for academic interventions. The next three levels supported the use of additional personnel (covered in ESSER 2), summer learning programs (addressed in ESSER 1 & 2), and additional behavior support (covered in ESSER 2).

School and District Administrators including Special Education Administration

Our school district employs five full-time administrators, 1 food service director, 1 maintenance director and 1 transportation director. We also have a shared Special Education Director with the SEK Special Education Cooperative. All parties have been actively involved for the past 7 months in developing the ESSER 3 plan, thus there was the approval/consensus of the plan. Many meetings have taken place to discuss the upcoming needs for our district in regards to addressing all components of the COVID pandemic and its aftermath. In addition, all school administrators and special education administrator's participated in the ESSER III on-line survey.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

The superintendent met with all staff in the district on three different occasions during scheduled in-service days to discuss the ESSER III plan. All staff included classified and certified. During these meetings, the superintendent explained the ESSER III application process and specifically, the allowable uses that might be considered for ESSER III funding. The building principals met weekly with the superintendent during administration meetings to discuss ESSER needs. They, in turn, have addressed the ESSER III plan in their perspective staff meetings for the past several months. In addition, the school district met directly with the Girard Teachers Association to address funding needs of students, the community and staff. Lastly, all parties in this group were invited to complete the ESSER III funding survey to provide input and prioritize the possible funding request for allowable uses.

Tribes

Our school information system indicates that we have 5 students/staff in the district who identify as Native American. None, to our knowledge, are connected to a tribe. The superintendent personally reached out individually to each of these members through face-to-face contact and through a personal email that detailed the ESSER III application process and the allowable uses that might be considered for funding. All five individuals completed the on-line survey and expressed their perceived needs, educationally and emotionally, for continuing and/or new resources that might be considered with ESSER III funding. The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were #1 - continuing technology upgrades, #2 - expanded social/emotional/mental health services, and #3 - after school programs to support academics.

Civil Rights Organization including Disability Rights Organizations

We worked closely with our local special education cooperative actively to support students with disabilities to ensure our plans meet the needs of all students. The SEK Interlocal collaborates with member districts in providing special education and related services to identified district students. The American Rescue Plan Act of 2021 requires LEAs to engage in meaningful consultation with specific stakeholder groups within the LEA and community. Our local SEK cooperative offered the following input that was considered in our ESSER III application:

Need: In consultation between the district and the SEK Interlocal, both entities recognize needs and priorities of learning loss, and an increase in psychosocial issues, for disabled students directly related to the pandemic and subsequent school closure and disruptions. Specifically:

*School Closure and Remote Instruction implemented for students created learning loss for some students, especially those who require extra academic assistance, benefit from direct peer modeling, or whose instruction requires differentiation and individualization. Students with health disabilities have been especially impacted.

*Disruptions in access to peers, structured educational environments, and behavioral supports have increased the intensity and need for social emotional supports for many students including students with disabilities.

Priorities: The district and SEK Interlocal acknowledge that utilizing ESSER III dollars to support the following types of extra supports would benefit not only students with disabilities, but all students:

*Expanded learning opportunities such as after school programs and summer school programs to provide enriched learning opportunities.

*Increased professional and staffing increases to expand access and support for individualized learning. This may require increased cost of funding to raise compensation levels in effort to compete with a human resource shortage.

*Programs and resources to support students and families experiencing social-behavioral issues. This could include school-wide behavioral supports, and increased access to staff trained to address these needs.

*Activities or implementation of best practices related to health and wellness such as increased nursing staff, health education and exercise programs. Modifications to the school environment and use of advancements to promote air quality and a sanitary environment.

The district also reached out to Lane Williams, the legal director for the Disability Rights Center of Kansas. He provided this input that we took into consideration when developing our plan:

"The Disability Rights Center of Kansas supports schools in Kansas which are trying to obtain additional educational supports and services to address the loss in learning by students, particularly students with disabilities, due to the covid pandemic. DRC is the officially designated protection and advocacy organization in Kansas for individuals with disabilities. We are a private non-profit which provides legal advocacy services to clients on a variety of disability rights issues, including education issues encountered by students with disabilities. Since March 2020, our office has received numerous calls from parents of children with disabilities with concerns about the harmful disruption to the educational progress of their children due to the pandemic. They see their children, like their peers, struggling to catch up to where they were educationally prior to the onset of the pandemic. Unlike their peers, however, their disabilities often create an additional barrier to making progress. Additional supports and services, such as summer enrichment programs and after school tutoring, are necessary to give students with disabilities a better opportunity to stop the slide in their educational progress due to the pandemic."

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

Our data in our school information system indicates that we do not have any students identified as homeless, migrant or incarcerated. To seek input from parents/guardians for students with disabilities, English learners, in foster care and other underserved students, the superintendent sent a personal email to all the parents/guardians explaining the ESSER III application process and the allowable uses that we may consider to request ESSER III funding. In this email, they were invited to complete an on-line ESSER III survey to provide personal input. We also had personal face-to-face communication with our ESOL parents and students in Foster Care to better explain the ESSER III application. In addition to reaching out to our parents/guardians of students with disabilities, we also requested input from our local special education cooperative for their input on how we can better serve this population moving forward in regards to the COVID pandemic and it's aftermath. Below is a breakdown of our survey information:

Self/Parent/Guardian/Representative for a child with disabilities: The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were: #1 - additional support for academic intervention, #2 - additional instructional materials and resources, and #3 -continuing technology upgrades.

Self/Parent/Guardian/Representative for a child who is an identified English Language Learner (ESOL): The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were #1 -additional personnel and staff support for academic intervention, #2 - additional instructional materials and resources, and #3 -facility health upgrades.

Self/Parent/Guardian/Representative for a child in foster care: The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were #1 -facility health upgrades, #2 - additional instructional materials and resources, and #3 -continuing technology upgrades.

Provide the public the opportunity to provide input and take such input into account

The public is welcome to provide patron comments at our Board of Education meetings. Since August of 2021, we had an agenda item for our board meetings that provided ESSER updates/information/comments. In addition, we made a survey link available to our district stakeholders to provide input on what they perceived would be the greatest needs in our school district to address student needs in regards to COVID and its aftermath. The superintendent also reached out to our Chamber of Commerce Director to help solicit input from our business community. An email that detailed the ESSER III application process and the allowable uses that might be considered for ESSER III funding was sent out to all the business members of our local chamber. All members were invited to complete an ESSER III funding survey to provide individual input. The district also reached out to our public for input at PTO, Site Council and Strategic Planning committee meetings.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

During the 2021-22 school year, USD 248 was open and in session for face-to-face instruction. However, we had many disruptions due to COVID. 235 students and 45 staff members were infected with COVID. In addition, we had 447 students and 23 staff members who were in quarantine and not able to be in school at some point during the year. This obviously impacts academic and social/emotional progress. Below is a building-by-building synopsis of impact that we know COVID has inflicted on learning and social/emotional development/progress of our students:

Haderlein Elementary School (PreK-5):

All students PreK-5th grade take the Fast Bridge Assessment (Universal Screener) and the DRA (Developmental Reading Assessment). This data is used to drive our instruction to find out early on where reading gaps are, so we can give diagnostic assessments as needed to drill down to the exact need and make a plan for support. According to the Developmental Reading Assessment, in the Winter of 2021, 74% of students were at or above the benchmark while 26% did not reach the benchmark. Last year at this time (Winter of 2020), 60% of students were at or above the benchmark while 40% did not reach the benchmark. While this is an improvement overall, our building goal is to increase the percentage of students scoring proficient in reading and to solidify foundational skills in the early grades for all students to ensure success in later years.

Looking at Universal Screening data from December of 2020 to December of 2021. Students increased from 60% scoring at the Tier 1 level to 75%. Our goal is to be at 80% by the end of each school year. Our Tier 3 population went from 24% in December of 2020 to 16% in December of 2021. Our goal for students scoring Tier 3 at the end of each year is 5%.

Social Emotional Screener

This is our first year offering a social emotional screener to our students. Since we continue to see a great need in this area, we hope this data will be valuable in decision making around the best ways to support our students. All 2nd-5th grade students completed the mySAEBRS screener. This is a self-assessment taken individually.

At the second grade level, 65% showed a low risk with 35% of students showing some risk. Within our 3rd grade, 91% showed a low risk with 9% of students showing some risk. At our 4th grade level, 93% showed a low risk, 5% of students showed some risk, and 2% showed a high risk. Within our 5th grade, 82% showed a low risk, 15% showed some risk, and 3% showed a high risk. This data is based on our 2021 winter benchmark.

Compared to our district level and considering 2nd-12th grade scores, 80% of the student group scored as low risk, 16% scored some risk and 4% showed a high risk.

Girard Middle School (6-9):

As we look at academic data for Girard Middle School students, we have seen an increase in the number of students who have been negatively impacted due to a loss of learning time as a result of Covid-19. Girard Middle School uses STAR reading as a measurement for academic progress of students. This nationally normed test is used to identify at risk students and helps us make academic decisions for students.

8th grade students have seen the highest level of negative impact. In the 2019-20 school year 3 students or 6% of the class was below the 10% rank. These students were 6th graders during the "Covid" year, when students lost in person classes during the 4th nine weeks. During the 2020-21 school year 7 students or 12% of the class scored below the 10% rank for the STAR assessment. During the 2021-22 school year the number of students below the 10% rank is 8 students or 14% of the class. As we look at the other end of the spectrum, students who were at above the 40th percentile rank in 2019-20 we had 31 students or 57% of the class. By the 2020-21 school year that number decreased to 28 students or 47% of the class. During the current school year 21-22 the number increased to 29 students above the 40% rank of 52% of the class.

As we look at the 7th graders, they have only used the STAR test for two years but we can see a negative trend with them as well. In the 2020-21 school year 10 students or 14% were below the 10% rank. In the 21-22 school year we have 12 students or 16% below the 10% rank. As you can see we have seen a negative increase in the amount of students below the 10% ranking based on STAR assessments. This is tied directly to the learning loss associated to Covid-19.

Girard High School (9-12):

As we look at the impact of the Covid 19 pandemic on educational skills and attainment at Girard High School, we can point to numerous data points that show an almost three-year window of impact that we have not seen previously at GHS.

The first data point we have looked at is the STAR test that measures a student's overall reading level. This test has been for well over 15 years at GHS and we have never seen the lack of increases like we have during the Covid 19 pandemic. Rarely, if ever, have we seen students who were not in the bottom benchmark percentile increase. This percentile mark would be below the 10th percentile as normed nationally. Over the past two years, every grade level at GHS has seen at least a 6% increase in this category. In comparison, over the last fifteen years we have only had one class show this much increase in this category.

The second data point that shows the negative impact of Covid 19 is the district's overall ACT composite. Over the past two years our district composite while still about the state average has dropped. The past two years the composite average has been 20.8 and 19.7, these scores are the lowest the composite scores the GHS has had by almost one point over the past 10 years.

The third data point to show the negative impact of Covid 19 is the measurement of chronic absenteeism, which is defined by the state as if the student misses more than 10% or more days of school. USD 248, while still well above the state average, has shown an increase of over 2% over the past two school years.

Overall, we have not seen a disproportionate impact on our special populations other than our IEP students who have missed school due to COVID infection and/or quarantine. We have noticed an increase in overall school discipline issues that we also believe can be attributed to COVID and the uncertainties/disruptions it places on our students.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

The Girard USD 248 ESSER III plan strives to provide additional learning opportunities through the use of summer school, summer learning programs, extended school day and credit recovery programs, among others, to address learning loss. The research indicates that students participating in these types of programs can maintain and gain in their learning experiences over the summer months and/or extended day. Besides direct learning and enrichment for students, the research shows that the instructional staff must be actively involved in continuous learning to enhance their teaching. The district will provide this support through multiple avenues. Most importantly, research will define that the single greatest impact of learning for students is the personal relationship that they develop with their instructors. To better develop these relationships, smaller student/teacher ratios and additional time with the instructor has been pivotal in our planning to address lost instructional time and academic success. All these factors and input from our stakeholders have helped us define how we will use ESSER III Funds to address and implement evidence-based interventions of support. Based on our input from all stakeholders, our goal will be to request approximately 32% of our ESSER III Grant award toward identified evidence-based practice programs/resources. Listed below are some of the evidence-based interventions that we would like to fund with ESSER III dollars:

- *Implement summer enrichment programs and credit recovery services (district wide) - KSDE approved EBP
- *Provide re-search based professional learning opportunities for staff (district wide) - Research to support (National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication no. 00-4769). National Institute of Child Health & Development. <https://www1.nichd.nih.gov/publications/pubs/nrp/Documents/report>)
- *Reduced Class Size (PreK-5) - KSDE approved EBP (Hire additional staff)
- *Sanford Harmony for Social Emotional Learning (PreK-5) - KSDE approved EBP
- *Positive Behavior and Intervention Support (PreK-5) - KSDE approved EBP
- *Growth Mindset (district wide) - KSDE approved EBP
- *MTSS Behavior (PreK-8)-KSDE approved EBP
- *Second Step (PreK-6) - KSDE approved EBP
- *Moby Max (PreK-6) - KSDE approved EBP
- *Reader's Theatre (PreK-6) - KSDE approved EBP
- *Math Fluency Practice (PreK-6) - KSDE approved EBP
- *Guided Reading (PreK-8) - KSDE approved EBP
- *Explicit and Systematic Instruction (5-8) - KSDE approved EBP
- *Systematic Instruction in Phonological Awareness and Phonics (PreK-2) - KSDE approved EBP
- *Second Step Curriculum (5-12)- KSDE approved EBP

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

After addressing learning loss and evidence based practices that will best serve our students due to the COVID pandemic and it's aftermath, the district will request funds that meet the requirement of acceptable uses that are consistent with the section 2001(e)(2) of the ARP Act. In determining what to address with the remaining funds, we will revert back to the highest priorities that were identified in our stakeholder input survey. The overall breakdown of our community survey data revealed that the top three desired allowable uses for ESSER III funding requests were #1 (187 responses or 61.3%)-continuing technology upgrades to support learning, #2 (183 responses or 60%) - facility upgrades that support student health needs, and #3 (177 responses or 58%) - additional personnel and staff support for academic interventions. The next three levels supported the use of additional personnel, summer learning programs, and additional behavior support. These factors were used in determining how we would spend our allotted 1,552,876 million ESSER III dollars. Below is an estimated breakdown of ESSER III expenditure request for 2022-2024:

1. Academic supports to address student learning loss and/or lack of academic progress - \$450,000
2. Purchasing educational technology to address COVID implications/protocols (#1 from stakeholders) - \$252,815
3. Facility replacement projects to improve indoor air quality (#2 from stakeholders) - \$335,061 (HVAC/Windows)
4. Additional personnel and staff support for academic intervention (#3 from stakeholders)- \$220,000 (110 X 2)
5. Retention Pay for district staff - \$100,000 (\$50,000 X 2 years)
6. Social/Emotional supports - \$45,000
7. Environmental Supplies/Safety - \$150,000
8. Total estimated expenditures - \$1,552,876

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Our ESSER Plan was developed collaboratively with key stakeholders in our community, including KSDE, our local special education cooperative, our education service center, staff, administration, students, and the community. The focus of our planning and the reason for collaborating with such a diverse group was to ensure we were developing plans that not only address the general needs of our community but that we also maintained an important focus on addressing the specific needs of all students and staff populations. These collaborative conversations remain ongoing and will continue to inform our decision-making throughout the pandemic and beyond. Most importantly, we will regularly monitor student behaviors and academic recovery/success using an array of data. If we don't see the desired results, we will make adjustments immediately.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,552,876	\$0	\$1,552,876	ESSER III Allocations	\$310,576
Approved Total	\$1,257,850	\$0	\$1,257,850	Approved Total	\$554,697
Amount Left	\$295,026	\$0	\$295,026	Amount Still Needed	\$0
In Review Total	\$12,000	\$0	\$12,000	In Review Total	\$0
Amount Left	\$283,026	\$0	\$283,026	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
248-3-0029	Direct	False	2100	629	10	\$12,000	Task Force Review
248-3-0001	Direct	False	2600	730	14	\$212,117	Approved
248-3-0002	Direct	True	1000	653	12	\$106,500	Approved
248-3-0003	Direct	True	1000	120	12	\$67,192	Approved
248-3-0004	Direct	True	1000	110	11A	\$23,520	Approved
248-3-0005	Direct	True	1000	110	12	\$2,520	Approved
248-3-0006	Direct	False	1000	120	10	\$67,192	Approved
248-3-0007	Direct	True	1000	110	11A	\$6,825	Approved
248-3-0008	Direct	True	1000	653	12	\$3,230	Approved
248-3-0009	Direct	True	1000	110	12	\$3,300	Approved
248-3-0011	Direct	True	1000	610	12	\$1,000	Approved
248-3-0012	Direct	False	1000	610	10	\$17,000	Approved
248-3-0013	Direct	True	2210	320	12	\$28,260	Approved
248-3-0014	Direct	True	1000	110	12	\$50,000	Approved
248-3-0015	Direct	True	1000	110	12	\$120,000	Approved
248-3-0016	Direct	False	2600	730	14	\$122,944	Approved
248-3-0017	Direct	False	2130	110	10	\$40,000	Approved
248-3-0018	Direct	False	1000	120	16	\$74,800	Approved
248-3-0019	Direct	False	1000	110	16	\$88,000	Approved
248-3-0020	Direct	False	1000	122	16	\$12,600	Approved
248-3-0021	Direct	True	1000	110	12	\$55,000	Approved
248-3-0022	Direct	True	1000	110	11B	\$7,350	Approved
248-3-0023	Direct	True	2210	320	12	\$5,000	Approved
248-3-0024	Direct	False	2210	320	10	\$3,500	Approved
248-3-0025	Direct	True	1000	110	12	\$55,000	Approved
248-3-0026	Direct	False	1000	610	12	\$20,000	Approved
248-3-0027	Direct	True	1000	610	12	\$20,000	Approved
248-3-0028	Direct	False	1000	610	12	\$45,000	Approved

Line Item Details

Line Item ID: 248-3-0029

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Other Expense - Health

Account Number

12550

Function Code

2100 - Support Services (Students)

Object Code

629 - Other

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to Covid-19 implications, many of our students struggle to with peer socialization. Because of this, students mental health and ability to deal with student interactions have deteriorated. We would like to use ESSER 3 money to bring in Brooks Gibbs. Mr. Gibbs is a nationally recognized speaker on how to deal with adversity and bullying. I believe his presentation will help kids recognize and understand bullying, and how they can better manage peer interactions. We would like to bring Mr. Gibbs in at the beginning of the year, and then do a follow up presentation in the second semester. We feel that having two presentations would reinforce Mr. Gibb's message and help our kids the most.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$12,000

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$12,000

Status

Task Force Review

Line Item Comment from KSDE

New Line Item

Line Item ID: 248-3-0001

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

EQUIPMENT PURCHASES-DISTRICT

Account Number

93629

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

730 - Equipment

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

GMS HVAC: Air quality can create a safe/healthier environment in our classrooms and help deter in the spread of COVID-19. We need to replace the original HVAC units in parts of our middle school that are 24 years old. We will also add filtration systems to enrich the air quality.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$212,117
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$212,117</u>

Status

Approved

Line Item Comment from KSDE

Per narrative, "The overall breakdown of our community survey data revealed that the top three desired allowable uses for ESSER III funding requests were... #2 (183 responses or 60%) - facility upgrades that support student health need... Facility replacement projects to improve indoor air quality (#2 from stakeholders) - \$335,061 (HVAC/Windows)." Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 248-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

SOFTWARE-INSTRUCTIONAL-ELEM

Account Number

93569

Function Code

1000 - Instruction

Object Code

653 - Software

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

RVH Teacher: (Reduced class size)

In order to close the learning gap for our students, and to keep class sizes smaller, we are requesting a teaching position in the primary grades to help with class size reduction. Smaller class sizes have a positive impact on overall student learning. Some examples of the positive impact include accurate, timely identification of student learning disabilities, higher overall student achievement, improved student behavior limiting classroom disruptions, and fewer high school dropouts. This request will be for the 2022-23 and 2023-24 school years.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$53,250
Budgeted Expenditures in SFY 2024	\$53,250
Total Expenditures	\$106,500

Status

Approved

Line Item Comment from KSDE

Per narrative:

"Most importantly, research will define that the single greatest impact of learning for students is the personal relationship that they develop with their instructors. To better develop these relationships, smaller student/teacher ratio's and additional time with the instructor has been pivotal in our planning to address lost instructional time and academic success."

"1. Academic supports to address student learning loss and/or lack of academic progress - \$450,000

2. Purchasing educational technology to address COVID implications/protocols (#1 from stakeholders) - \$252,815"

Line Item ID: 248-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

SALARIES-ELEM PARA

Account Number

93528

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

MTSS Para Position: (Small group instruction, 1:1 intervention)

Due to the number of students on quarantine throughout the past two years, consistent and targeted instruction for our academically at-risk students has been greatly interrupted. Our MTSS interventionist cannot give the same quality explicit instruction during remote learning session as they would in-person especially to our K-2 population that are easily distracted when they are not in-person. Our research-based interventions such as Barton Reading and Guided Reading Plus are successful with children in small group settings of one to three students that are in-person. We are requesting two additional years be added to our MTSS Para position, which was added with ESSER II funds. This individual provides differentiation and support to our Tier 2 and Tier 3 MTSS students, along with materials and resources needed within the classroom to meet all academic levels. Small group learning takes place with this individual, as well as 1:1 intervention support to close the achievement gap. This position is invaluable in helping us address learning loss from the COVID pandemic and it's aftermath.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$33,596

Budgeted Expenditures in SFY 2024 \$33,596

Total Expenditures \$67,192

Status

Approved

Line Item Comment from KSDE

#3 (177 responses or 58%) - additional personnel and staff support for academic interventions.

Line Item ID: 248-3-0004

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

SALARIES-ELEM TEACHER

Account Number

93524

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

RVH Summer School: We will offer students an extended learning opportunity throughout the month of June in 2022, 2023 and 2024. We will focus on closing the gap and providing interventions to meet individual student needs in the areas of reading, math, and social emotional curriculum. Students will attend Monday-Thursday from 8:00-11:00 for 4 weeks. Four staff members will receive \$35/hour, which would include 12 hours of instruction time and 2 hours of plan time weekly.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$7,840
Budgeted Expenditures in SFY 2023	\$7,840
Budgeted Expenditures in SFY 2024	\$7,840
Total Expenditures	<u>\$23,520</u>

Status

Approved

Line Item Comment from KSDE

Per narrative, "The Girard USD 248 ESSER III plan strives to provide additional learning opportunities through the use of summer school, summer learning programs, extended school day and credit recovery programs, among others, to address learning loss."

Line Item ID: 248-3-0005

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

SALARIES-MS TEACHER

Account Number

93523

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

GMS Summer School: Due to learning loss because of Covid-19, GMS will offer students an extended learning opportunity throughout the month of June in 2022, 2023 and 2024. We will focus on closing the gap and providing interventions to meet individual student needs in the areas of reading, math, and social emotional curriculum.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$840
Budgeted Expenditures in SFY 2023	\$840
Budgeted Expenditures in SFY 2024	\$840
Total Expenditures	<u>\$2,520</u>

Status

Approved

Line Item Comment from KSDE

Per narrative, "The Girard USD 248 ESSER III plan strives to provide additional learning opportunities through the use of summer school, summer learning programs, extended school day and credit recovery programs, among others, to address learning loss."

Line Item ID: 248-3-0006

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

SALARIES-ELEM PARA

Account Number

93528

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

RVH Focus Room Para:

Over the past two years we have seen a decline in student behavior at our school. Due to COVID protocols, long quarantines, and our school shutting down in the last quarter of Spring 2020, students are experiencing more anxiety and depression. All of the built up fear and sadness results in disruptive classroom behaviors, avoidance of classwork, and defiance. Due to COVID restrictions from the past two years outside of school, students have been more isolated than ever before. Therefore, we are seeing the maturity level of some of our students on a decreasing trend. Students in fifth grade act more like 2nd or 3rd graders. Some 2nd graders act more like kindergarteners. Due to all of this teachers need more supports in place within the school setting for students with these needs. We are requesting a full-time para to monitor a Focus Room for our building. The Focus room will all a place for students to go when the classroom is too much for them or they need a short break. Students who feel stressed or overwhelmed will have an immediate place to go to deescalate and/or calm down in a quiet, supportive setting. Some students will come to this room for a short period of time to finish assignments or get tutoring/intervention time if they were unable to focus during core instruction.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$33,596
Budgeted Expenditures in SFY 2024	\$33,596
Total Expenditures	\$67,192

Status
Approved

Line Item Comment from KSDE

Per narrative: "The focus of our planning and the reason for collaborating with such a diverse group was to ensure we were developing plans that not only address the general needs of our community but that we also maintained an important focus on addressing the specific needs of all students and staff populations. These collaborative conversations remain ongoing and will continue to inform our decision-making throughout the pandemic and beyond."

Please describe stakeholder input. Specifically, are parents aware and in support of an alternate room where students will be out of the general education setting working with para professionals?

Per applicant response: "In our survey that we sent out to all parents/guardians, 50% wanted to see the school district invest some ESSER funds to address additional social emotional/behavior support and interventions (therapist/counselor services, student behavior programs/resources, etc.) In addition, our teaching staff at the elementary school listed this as the number one area to address in the building. We also presented our concerns to the elementary site council regarding increased student anxiety/ behavior that we attribute to the COVID pandemic and its aftermath (quarantine, lost school time, lost social time with peers, uncertainties regarding what school will look like moving forward, etc.). We shared the ideas of having a FOCUS room to help kids refocus so they can get back in the classroom ASAP. Parents appear to support this as an alternative to sending students home for the day if they can not display appropriate behavior to be in school. It is an alternative to keeping kids in school and offering behavior coping skills. The goal is for this to be a very short term placement (hours and not days). This model is used in some neighboring school districts with tremendous success. Our focus addresses the diverse groups within our student population. Collaboration/communication with staff/parents will be on-going as we work to ensure we are meeting the general needs of our community, along with specific needs of all students. These conversations will guide our decision-making throughout this process."

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

SALARIES-HS TEACHERS

Account Number

93522

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

GHS Summer School: Summer school will be offered to help students earn credit and academic skills lost due to the Covid 19 pandemic. This resource is needed for us to address Learning Loss due to the COVID pandemic and it's aftermath. The expenditure request estimate is for the summer of 2022, 2023 and 2024. The yearly cost is estimated at \$2,275. The total cost for three years is \$6,825.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,275
Budgeted Expenditures in SFY 2023	\$2,275
Budgeted Expenditures in SFY 2024	\$2,275
Total Expenditures	<u>\$6,825</u>

Status

Approved

Line Item Comment from KSDE

Per narrative, "The Girard USD 248 ESSER III plan strives to provide additional learning opportunities through the use of summer school, summer learning programs, extended school day and credit recovery programs, among others, to address learning loss."

Line Item ID: 248-3-0008

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

SOFTWARE-INSTRUCTIONAL-ELEM

Account Number

93569

Function Code

1000 - Instruction

Object Code

653 - Software

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

RVH Reading Supplement: Our PreK-2 students have shown a great need for additional phonics and phonological awareness instruction. When our students transitioned to remote learning in the spring of 2020, it greatly impacted our primary level students. As we returned to on-site learning, student targeted interventions began to provide help in closing the gap. We have observed the additional need for Tier 3 interventions, as well as additional review to ensure the foundational skills are mastered. As we reflect on the learning impacts due to Covid, it was clear that we needed to invest in supplemental resources to continue building our student knowledge base in these areas. The online resource to supplement the Really Great Reading program costs \$95/teacher per year (July 1- June 30). We will purchase 17 online subscriptions to utilize in PreK-2nd grade classrooms, our Title department, and our Special Education program at those levels. This will provide additional opportunities for our students at the primary level to build and develop their phonics and phonological skills. The total cost for one year is \$1615. We will be requesting a subscription for 2 years, which equals a total cost of \$3,230.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,615**Budgeted Expenditures in SFY 2024** \$1,615**Total Expenditures** \$3,230**Status**

Approved

Line Item Comment from KSDE

Per narrative, "Systematic Instruction in Phonological Awareness and Phonics (PreK-2)"

Line Item ID: 248-3-0009

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

SALARIES-ELEM SUB TEACHERS

Account Number

93527

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

RVH Instructional Coach Training: Our PreK-5th grade building implemented Comprehensive Literacy 7 years ago. This model provides leveled instruction daily within small groups. As we reflect on our building and the learning impacts due to COVID, it is clear that we needed to provide intense support/coaching for our teachers and the resources in place for each component within the model. We are requesting certification/training for a staff member to serve as an Instructional coach in the RVH building. During this time, our educator will need coverage to provide instruction in her current position. At a rate of \$110/day, we will need to pay a substitute teacher for 30 days throughout the school year, which equals \$3,300.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,300
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$3,300

Status

Approved

Line Item Comment from KSDE

Per narrative, "Provide re-search based professional learning opportunities for staff (district wide)"

Line Item ID: 248-3-0011

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

SUPPLIES-INSTRUCTION-ELEM

Account Number

93542

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

RVH Instructional Coach Training: Our PreK-5th grade building implemented Comprehensive Literacy 7 years ago. This model provides leveled instruction daily within small groups. As we reflect on our building and the learning impacts due to COVID, it is clear that we needed to provide intense support/coaching for our teachers and the resources in place for each component within the model. We are requesting certification/training for a staff member to serve as an Instructional coach in the RVH building. We will also be purchasing textbooks for this extended learning, which will cost \$1,000.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,000</u>

Status

Approved

Line Item Comment from KSDE

Per narrative, "Provide re-search based professional learning opportunities for staff (district wide)"

Line Item ID: 248-3-0012

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

SUPPLIES-INSTRUCTION-ELEM

Account Number

93542

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

RVH Social/Emotional Curriculum: (Second Step)

Student mental health and the social emotional needs of students impede academic success when not address early on in a child's life. The COVID pandemic has, and continues, to impact this issue in our building. We will purchase social emotional curriculum for our PreK-5th grade classrooms to address the social emotional and mental health of our students. Second Step is a research-based curriculum. This classroom-based program promotes the development of student's social-emotional competence and self-regulation skills.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$17,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$17,000</u>
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Status

Approved

Line Item Comment from KSDE

Per narrative: "Listed below are some of the evidence-based interventions that we would like to fund with ESSER III dollars:...Second Step Curriculum (5-12)"

Line Item ID: 248-3-0013

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

PROFESSIONAL DEVELOPMENT

Account Number

93521

Function Code

2210 - Improvement of Instruction Services

Object Code

320 - Professional-Education Services

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

RVH Staff Literacy Training/Professional Development: Our PreK-5th grade building implemented Comprehensive Literacy 7 years ago. There is a great need for additional professional development to review the framework and components of our model. As we reflect on our building and the learning impacts due to Covid, one of our priorities is to continue the rigorous, evidence-based literacy instruction to effectively close the learning gap. Our classroom teachers have provided differentiated instruction targeting the skills needed based on our building wide assessments. We are requesting to provide training for our staff this summer around all literacy components and revisit the framework that supports every learner to ensure success. The virtual training this summer will include 3 staff members. Registration is \$600 total for participants. Each individual will be paid \$35/hour for attendance, 6 hours/day, 2 training days for a total of \$1,860 including registration and staff pay.

An additional literacy training will be offered this summer for all certified staff. This will be a one-day training. However, half of the staff will join on the first day and the other half will attend the second day. Teachers will be paid \$35/hour and will attend a 6-hour training. This includes 28 staff members attending and 4 staff members presenting. The total amount for this training is \$7,560.

The total cost submitted will include training for Summer 2022, Summer 2023, and Summer 2024.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$9,420
Budgeted Expenditures in SFY 2023	\$9,420
Budgeted Expenditures in SFY 2024	\$9,420
Total Expenditures	<u>\$28,260</u>

Status

Approved

Line Item Comment from KSDE

Per narrative, "Provide re-search based professional learning opportunities for staff (district wide)"

Line Item ID: 248-3-0014

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

SALARIES-ELEM SUB TEACHERS

Account Number

93527

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

RVH Long-Term Substitute Teacher:

We are requesting a long-term substitute for the 2022-2023 and 2023-2024 school years to address learning loss and student academic achievement. This individual will provide one-on-one support throughout the school day to struggling students who need the additional support that was missed due to COVID. The focus will be on missing reading and math skills. Students K-5 that qualify will work with this individual daily to ensure foundational skills are mastered.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$25,000
Budgeted Expenditures in SFY 2024	\$25,000
Total Expenditures	\$50,000

Status

Approved

Line Item Comment from KSDE

Per narrative:

"Most importantly, research will define that the single greatest impact of learning for students is the personal relationship that they develop with their instructors. To better develop these relationships, smaller student/teacher ratio's and additional time with the instructor has been pivotal in our planning to address lost instructional time and academic success."

"1. Academic supports to address student learning loss and/or lack of academic progress - \$450,000

2. Purchasing educational technology to address COVID implications/protocols (#1 from stakeholders) - \$252,815"

Line Item ID: 248-3-0015

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

SALARIES-MS TEACHER

Account Number

93523

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

GMS/GHS At-Risk Coordinator/Teacher:

In order to address learning loss due to Covid 19 pandemic, Girard Middle School and High School is requesting a new staff position to facilitate an at-risk program. The at-risk coordinator would spend half the day at the middle school and half a day at the high school. This program will benefit general education students who have fallen behind their classmates in educational knowledge and skills. This position will also allow for individual and small group learning as needed. The at-risk program would meet the following criteria for evidence based practices: (Small Group Instruction, Small Group Interventions, Mentoring, Multi-Tier System of Supports (MTSS), Student Teacher Ratio Reduction, Study Skills, Growth Mindset)

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$60,000
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Budgeted Expenditures in SFY 2024	\$60,000
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Total Expenditures	\$120,000
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Status

Approved

Line Item Comment from KSDE

Per narrative:

"Most importantly, research will define that the single greatest impact of learning for students is the personal relationship that they develop with their instructors. To better develop these relationships, smaller student/teacher ratio's and additional time with the instructor has been pivotal in our planning to address lost instructional time and academic success."

"1. Academic supports to address student learning loss and/or lack of academic progress - \$450,000

2. Purchasing educational technology to address COVID implications/protocols (#1 from stakeholders) - \$252,815"

Line Item ID: 248-3-0016

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

EQUIPMENT PURCHASES-DISTRICT

Account Number

93629

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

730 - Equipment

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

RVH Window Replacement: We will be replacing 44 existing windows in the south wing of our elementary school that have been in place since the mid-1980's. These windows have broken seals and most of them will not open any longer due to worn mechanism parts that can't be replaced. With the replacement of these windows, it will allow us to provide better heating/cooling efficiency, allow us to open the windows for fresh air exchange and also provide a safety option to evacuate students during an emergency. The costs will include the window equipment and installation.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$122,944
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$122,944</u>

Status

Approved

Line Item Comment from KSDE

Per narrative: " Facility replacement projects to improve indoor air quality (#2 from stakeholders) " Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 248-3-0017

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

SALARIES-MENTAL HEALTH

Account Number

93529

Function Code

2130 - Health Services

Object Code

110 - Regular Certified Salaries

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

School Therapist: The COVID-19 Pandemic has negatively impacted the social/emotional/behavioral status of many of our students. We partnered with the Community Health Center of SE Kansas to hire a licensed full-time behavioral/emotional school clinical therapist. The salary will be shared. This expenditure request will be for the 2022-23 and 2023-24 school years.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$20,000
Budgeted Expenditures in SFY 2024	\$20,000
Total Expenditures	<u>\$40,000</u>

Status

Approved

Line Item Comment from KSDE

Per narrative: "We also plan to continue the employment of a full-time school therapist and an additional school nurse. Both positions were added in 2021-22 as a resource to deal with COVID cases and student social/emotional needs. Through stakeholder input, we have garnered support for the afore mentioned preventions and strategies. The main theme from our stakeholders is to do whatever is necessary to keep our students in school."

Line Item ID: 248-3-0018

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

PREMIUM/RETENTION PAY-NON-CERT

Account Number

93532

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Classified Staff: In order to retain staff in light of the additional duties necessary to implement programs designed to limit learning loss and ensure that staff come back to work, the district is providing a premium retention payment of \$500 for the 2022-23 and 2023-24 school year for all classified staff. The \$500 premium pay is based on the Governor and Kansas Legislature's recommendation. The total amount requested will be \$74,800 (68 classified staff members X \$550 X \$37,400(per year) X 2 years = \$74,800). We will code it as we do other salary: Function 1000 Instruction, Object Code 110 Certified or 120 non-certified for paras. These funds are being requested for SFY2023 and 2024. We will not provide the premium pay stipend unless approved by you. All staff will receive the same amount. We will inform the staff that if they are employed on the first day of school on August 12th, 2022, and are still employed/working on October 14th, 2022, we will pay them \$500 as a retention incentive to come to work. This will be repeated for the 2023-24 school year. If approved, we plan to pay them the \$500 incentive in our November 2022 & 2023 payroll.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$37,400
Budgeted Expenditures in SFY 2024	\$37,400
Total Expenditures	\$74,800

Status

Approved

Line Item Comment from KSDE

Per narrative: "Retention Pay for district staff - \$100,000 (\$50,000 X 2 years)"

Line Item ID: 248-3-0019

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

PREMIUM/RETENTION PAY-CERT

Account Number

93531

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Certified Staff: In order to retain staff in light of the additional duties necessary to implement programs designed to limit learning loss and ensure that staff come back to work, the district is providing a premium retention payment of \$550 for the 2022-23 and 2023-24 school year for all certified staff. The \$550 premium pay is based on the Governor and Kansas Legislature's recommendation. The total amount requested will be \$88,000 (80 certified staff members X \$550 X \$44,000(per year) X 2 years = \$88,000). We will code it as we do other salary: Function 1000 Instruction, Object Code 110 Certified or 120 non-certified for paras. These funds are being requested for SFY2023 and 2024. We will not provide the premium pay stipend unless approved by you. All staff will receive the same amount. We will inform the staff that if they are employed on the first day of school on August 12th, 2022, and are still employed/working on October 14th, 2022, we will pay them \$500 as a retention incentive to come to work. This will be repeated for the 2023-24 school year. If approved, we plan to pay them the \$550 incentive in our November 2022 & 2023 payroll.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$44,000
Budgeted Expenditures in SFY 2024	\$44,000
Total Expenditures	\$88,000

Status

Approved

Line Item Comment from KSDE

Per narrative: "Retention Pay for district staff - \$100,000 (\$50,000 X 2 years)"

Line Item ID: 248-3-0020

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

PREM/RET PAY-PART TIME-NON-CER

Account Number

93533

Function Code

1000 - Instruction

Object Code

122 - Part-Time Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Bus Drivers: In order to retain transportation staff in light of the additional duties necessary to implement programs designed to limit learning loss and ensure that staff come back to work, the district is providing a premium payment of \$500 for the 2022-23 and the 2023-24 school year for all full-time classified staff (bus drivers) and \$250 for all part-time classified staff (bus drivers). The premium pay is based on the Governor and Kansas Legislature's recommendation. The total amount requested will be \$12,600. We will code it as we do other salary: Function 1000 Instruction, Object Code 110 Certified or 120 non-certified. These funds are being requested for SFY2022 and 2023. We will inform the staff that if they are employed on the first day of school on August 13th, 2022, and are still employed/working on October 14th, 2022, they will be eligible for the retention incentive. We will repeat this for the 2023-24 school year.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$6,300
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Budgeted Expenditures in SFY 2024	\$6,300
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Total Expenditures	<u>\$12,600</u>
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Status

Approved

Line Item Comment from KSDE

Per narrative: "Retention Pay for district staff - \$100,000 (\$50,000 X 2 years)"

Line Item ID: 248-3-0021

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

SALARIES-ELEM TEACHER

Account Number

93524

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

(NEW ITEM) RVH KG Teacher: We have a very large incoming kindergarten class. Due to parent COVID concerns, many of these students have not had any pre-school prep. Our assessments indicate that many of these students are behind past incoming kindergarten classes academically and socially. Our kindergarten population includes a larger than normal at-risk student population, along with students that require small group academic support to meet their needs within the classroom. These students account for fifty percent of our incoming student population and specifically, this the marginalized population that we need to address. To keep our goal class size (18-1 ratio), we are requesting a teaching position for our Kindergarten classes. This is needed for our students to build meaningful relationships with our staff while receiving as much one-on-one or small group instruction as possible. In order for students to master foundational skills, class sizes need to remain small and manageable, especially with this vulnerable age group. Also, in order to meet the increased mental health and behavioral issues due to trauma, home life, etc, class sizes need to remain small. We strongly believe that by adding an additional classroom teacher to reduce class size, this will help us better address the marginalized population of students who need to be targeted.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$55,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	\$55,000
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Status

Approved

Line Item Comment from KSDE

6/21 Because this line item is marked for the 20%, please describe how it will address learning loss as it relates to the disproportionate impact of Covid-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

Line Item ID: 248-3-0022

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

SALARIES-HS TEACHERS

Account Number

93522

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

(NEW ITEM) After School Tutorial: This program will be used to specifically target the marginalize population of At-Risk and Low Achieving students who have been most impacted by the COVID pandemic. Students that work in the program are already behind, or at a high risk of falling behind their academic peers. Through remediation and small group tutoring students will be brought up to grade level.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$7,350
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$7,350</u>

Status

Approved

Line Item Comment from KSDE

6/21 Because this line item is marked for the 20%, please describe how it will address learning loss as it relates to the disproportionate impact of Covid-19 on student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

Line Item ID: 248-3-0023

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Professional Development

Account Number

96521

Function Code

2210 - Improvement of Instruction Services

Object Code

320 - Professional-Education Services

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

NEW ITEM: The MARRE Literacy Conference will provide four of our staff members valuable information as we navigate through student data and create action plans to address learning loss. The science of reading, along with instructional strategies to meet the needs of all learners and all levels will be addressed during this conference. The focus will include not only reading, but also language and writing support to close the learning gap. We are constantly reviewing student academic data to determine interventions and adjustments to ensure instruction meets our building needs. After the pandemic, we have observed a learning gap that requires consistent and systematic instruction to ensure student growth across grade levels.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$5,000</u>

Status

Approved

Line Item Comment from KSDE

New Line Item

Line Item ID: 248-3-0024

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Professional Development

Account Number

96521

Function Code

2210 - Improvement of Instruction Services

Object Code

320 - Professional-Education Services

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

NEW ITEM: Several of our teachers attended a workshop on Applied Educational Neuroscience this past summer. The presenter, Dr. Lori Desautels, was so good, teachers asked if we could bring her to speak with our whole building. She goes into detail on her Framework in Educational Neuroscience, and how knowing about this can impact a child's school day and learning in a positive way.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,500
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$3,500</u>

Status

Approved

Line Item ID: 248-3-0025

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Salaries-Elem Teacher

Account Number

96524

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

NEW ITEM: RVH 1st Grade Teacher: We currently have a very large kindergarten class. To ensure we are meeting the needs of all students while building solid foundational skills, we would like to request a fifth first grade teacher for the 2023-24 school year to keep our goal class size (18-1 ratio). It is important for our students to build meaningful relationships with our staff while receiving as much one-on-one or small group instruction as possible. Also, in order to meet the increased mental health and behavioral issues due to trauma, home life, etc, class sizes need to remain small.

Additional Information: Adding another teacher at this level and reducing class size will provide additional 1:1 support to Tier 2 and 3 students, special education students, ESOL students, along with opportunities to work in smaller groups daily to meet all of our student needs. This class is very needy and many of them started KG last year without attending daycares/preschool due to parents' decision to keep them home during COVID. This class is larger and more needy than any class we have in our elementary school. We also feel like they were the most impacted by COVID, for different reasons. Last year, we requested and was granted ESSER III dollars to hire an additional kindergarten teacher for this group to reduce class size. That was a one year request only. As we look at our data, we feel it would be a good investment of ESSER dollars to continue to offer an additional teacher again for this class as they enter the 1st grade next year.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$55,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$55,000</u>

Status

Approved

Line Item ID: 248-3-0026

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Supplies-Instruction-Elem.

Account Number

96542

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

NEW ITEM: Handwriting Without Tears is a program that supports the handwriting process as well as the overall writing process that is needed within our classroom. During the COVID-19 pandemic, students worked heavily on iPad devices and minimal time was spent on letter formation and proper handwriting techniques since students were remote learning during the final semester of our 2019-2020 school year. Handwriting has been something that we've discussed as a building the past couple years and have tried different strategies with our students. This program provides support for letter formation, motor development, consistent instruction across PreK-5th grade, common terms used with our students, and professional development for our staff in this area. Writing is one of the critical foundations within balanced literacy, along with spelling and grammar. This program will also support the writing process for our students in grades 3rd-5th. Students will utilize writing workbooks, follow a Building Writers curriculum, and continue to meet with their teacher for 1:1 conferencing to ensure they are working toward these goals successfully.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$20,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$20,000</u>

Status

Approved

Line Item ID: 248-3-0027

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Supplies-Instruction-Elem.

Account Number

96542

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

NEW ITEM: Benchmark Phonics is a need within our PreK-5th grade building to close the learning gap that we've noticed within the last couple years. This phonics curriculum is based on the Science of Reading research and supports the components of Structured Literacy. Both whole group, as well as differentiation, is supported with this curriculum. This program includes print copies of decodable text, sound wall cards, sound-spelling cards, articulation videos, phonics and letter song videos, teacher manuals and assessments to utilize, student consumable texts that build vocabulary and background knowledge, and a scope and sequence within each level to support a gradual release model in order to grow independent learners. This also includes an intervention component that our Title groups will utilize as they build on those student's classroom learning and offer opportunities for transfer. This curriculum will provide a systematic, explicit approach to phonics instruction as we support our students toward these goals.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$20,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$20,000</u>

Status

Approved

Line Item ID: 248-3-0028

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Supplies-Instruction-Elem

Account Number

96542

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

NEW ITEM: Benchmark Phonics is a need within our PreK-5th grade building to close the learning gap that we've noticed within the last few years due to COVID. This phonics curriculum is based on the Science of Reading research and supports the components of Structured Literacy. Both whole group, as well as differentiation, is supported with this curriculum. This program includes print copies of decodable text, sound wall cards, sound-spelling cards, articulation videos, phonics and letter song videos, teacher manuals and assessments to utilize, student consumable texts that build vocabulary and background knowledge, and a scope and sequence within each level to support a gradual release model in order to grow independent learners. This also includes an intervention component that our Title groups and Special Education Department will utilize as they build on those student's classroom learning and offer opportunities for transfer. This curriculum will provide a systematic, explicit approach to phonics instruction as we support our students. These additional funds will support our phonics instruction for the next 5 years to ensure consistency and fidelity when working toward student literacy goals and will also provide a long range roadmap to address the learning loss of our students during the years of COVID.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$45,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$45,000</u>
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Status

Approved

Line Item Comment from KSDE

New

ESSER III APPLICATION FOR D0260

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>
Derby	1550 E. Walnut Grove Rd, Derby, KS 670371489	1550 E. Walnut Grove Rd, Derby, KS 670371489
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Heather Bohaty	hbohaty@usd260.com	(316) 788-8400

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
John Eric Regier	Director of Finance	jregier@usd260.com	(620) 755-0787
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Sonja Fiechtl	sfiechtl@usd260.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://drive.google.com/file/d/1-FTl6uv2lqHdSKPux1g_4eGgyTXJJNP_/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?

The District still uses a high level of cleaning on a nightly basis, if cases are in any buildings further enhanced cleaning measures are taken to prevent further spread. Handwashing and distancing are still encouraged 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

Derby Public Schools held a stakeholder engagement meeting that was open to all public stakeholders on July 8th, 2021 at the District Administration Center. During the stakeholder feedback session community members, district administrators, board members, and staff divided participants into feedback groups focused on academic support to recover learning, COVID-19 protocols needed, and materials, furniture, or additional purchases to support operational spaces based upon pandemic improvements. Each group of stakeholders rotated through all 3 topics to provide feedback which was recorded in an excel file and reviewed with all participants prior to the end of the meeting for feedback. The District held a feedback session on December 7, 2021, and invited anyone (staff, leadership, community, parents, etc.) to attend. During this session, the District asked three feedback questions in regards to the Pandemic and its response. Groups were able to discuss each one as a small group and notes were taken. The group was brought back together to discuss options and feedback was used to build this plan. Representatives from the District Leadership Team and Board of Education hosted a focus group with students from Derby Middle School. Student feedback was sought and offered by a diverse group of individuals who engaged in meaningful conversations and dialogues. From these sessions, students provided feedback to help set the ESSER III plan in motion by noting the need for additional resources, safety features, and comments on how to get students to have an enhanced learning experience.

Families

Derby Public Schools held a stakeholder engagement meeting that was open to all public stakeholders on July 8th, 2021 at the District Administration Center. During the stakeholder feedback session community members, district administrators, board members, and staff divided participants into feedback groups focused on academic support to recover learning, COVID-19 protocols needed, and materials, furniture, or additional purchases to support operational spaces based upon pandemic improvements. All families were invited to attend, and multiple mass notifications went out (Skylerts), posted on social media as well as individualized invitations from buildings. If families couldn't make it they could also submit responses via a Google Form. Each group of stakeholders rotated through all 3 topics to provide feedback which was recorded in an excel file and reviewed with all participants prior to the end of the meeting for feedback. The District held a feedback session on December 7, 2021, and invited anyone (staff, leadership, community, parents, etc.) to attend. The same invites went out as well as another GoogleForm was used to gather additional data for families unable to attend. During this session, the District asked three feedback questions in regards to the Pandemic and its response. Groups were able to discuss each one as a small group and notes were taken. The group was brought back together to discuss options and feedback was used to build this plan. Additional feedback was solicited by school administrators from their individual building site councils and PTOs and to post the survey of school-based social media outlets.

School and District Administrators including Special Education Administration

Derby Public Schools held a stakeholder engagement meeting that was open to all public stakeholders on July 8th, 2021 at the District Administration Center. During the stakeholder feedback session community members, district administrators, board members, and staff divided participants into feedback groups focused on academic support to recover learning, COVID-19 protocols needed, and materials, furniture or additional purchases to support operational spaces based upon pandemic improvements. Each group of stakeholders rotated through all 3 topics to provide feedback which was recorded in an excel file and reviewed with all participants prior to the end of the meeting for feedback. Additional feedback was collected from individual teachers and schools through google survey tools. During the July 12th, 2021 District Leadership meeting feedback was sought from principles, special education directors and team members, and administrators across the district. The Strategy II committee focused on closing achievement gaps and discussed instructional support needs/purchases during the August 27th, 2021 meeting to identify any needs for schools at each level or support needs district-wide. The Districts Budget committee also has discussed these on multiple occasions, this committee includes staff, parents, community members on various boards and organizations, and District Leadership. The District held a feedback session on December 7, 2021, and invited anyone (staff, leadership, community, parents, etc.) to attend. During this session, the District asked three feedback questions in regards to the Pandemic and its response. Groups were able to discuss each one as a small group and notes were taken. Leadership found that additional building support in the form of designated substitutes for each building (to help when staff have to be gone due to COVID-19), additional mental health resources, Additional support staff (social workers), as well as tools to enhance contact tracing and classroom management tools were found from these meetings.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

Educators were provided with multiple opportunities to complete surveys to request instructional supports that were needed throughout ESSER funding planning. Derby National Educator Association (DNEA) Executive Leadership team members attended the in-person sessions and shared with their membership for recommendations to promote safety and help close learning gaps. Additional educator feedback was gathered during regular meetings including, Building Leadership Team meetings and department meetings to ensure all ideas were heard. Derby Public Schools held a stakeholder engagement meeting that was open to all public stakeholders on July 8th, 2021 at the District Administration Center. Additional feedback was collected from individual teachers and schools through google survey tools. The Strategy II committee focused on closing achievement gaps and discussed instructional support needs/purchases during the August 27th, 2021 meeting to identify any needs for schools at each level or support needs district-wide. The District held a feedback session on December 7, 2021, and invited anyone (staff, leadership, community, parents, etc.) to attend. During this session, the District asked three feedback questions in regards to the Pandemic and its response. The District gathered that additional seating options for buildings that cannot be social distancing (only have tables in classrooms) as well as additional resources (best practices curriculum/additional handouts and supports), as well as additional professional development to enhance student learning during the school day. As well as additional support tools to help to gain more efficiencies to gain in the administrative classroom tasks and get more instructional time at the secondary buildings

Tribes

While the District has no tribal land in its boundaries, we do have students who are of tribal descent. Our student support services team has reached out to students to gather input as to how the District best responds to the pandemic. From those conversations, we found the need for additional supplemental resources for students as well as additional Professional Development for our staff to better serve our students.

Civil Rights Organization including Disability Rights Organizations

The District reached out to Families Together to discuss how we can assist our students with exceptionalities better as we return to a pre-covid normal as well as combat learning loss, we used the information provided to plan our additional supplemental learning supplies that are geared more towards students with exceptionalities. Our relationship with Project Search and the County Development Disability organization notified us of our need to assist our students not only with learning loss but with additional tools we can equip them with as they transition out to adult life. We are working with our professional development team on training to equip our secondary staff with more tools to enhance postsecondary success for our students with exceptionalities.

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 Special Education department worked with families and staff as well as groups around that support our special education students on the needs that are unique to students with Disabilities. Students' needs that came out from there were additional curricular resources to combat learning loss and additional student support for mental health. Representatives from our Student Support Service team including members of the Special Education team, special education parents, the Director of Alternative learning who oversees McKinney Vento, and parents from our Panther Learning Center. Our team worked with families whose students were eligible for McKinney Vento, Foster care, or English language learners through their interactions at our buildings, it was noted that the families needed additional support for counseling, through those conversations and the surveys we noted additional needs from families for counselors at the buildings so the plan was adjusted accordingly. Families noted that the trauma of the last 2+ years has put a strain on our students and they need additional support during the school day. We have also contracted with the Mental Health Association to provide additional support at our High School.

Provide the public the opportunity to provide input and take such input into account

Derby Public Schools held a stakeholder engagement meeting that was open to all public stakeholders on July 8th, 2021 at the District Administration Center. During the stakeholder feedback session community members, district administrators, board members, and staff divided participants into feedback groups focused on academic support to recover learning, COVID-19 protocols needed, and materials, furniture, or additional purchases to support operational spaces based upon pandemic improvements. Any stakeholder was invited to attend, and multiple mass notifications went out (Skylerts), posted on social media as well as individualized invitations from buildings. If stakeholders' couldn't make it they could also submit responses via a Google Form. Each group of stakeholders rotated through all 3 topics to provide feedback which was recorded in an excel file and reviewed with all participants prior to the end of the meeting for feedback. The District held a feedback session on December 7, 2021, and invited anyone (staff, leadership, community, parents, etc.) to attend. The same invites went out as well as another GoogleForm was used to gather additional data for stakeholders unable to attend. During this session, the District asked three feedback questions in regards to the Pandemic and its response. Groups were able to discuss each one as a small group and notes were taken. The group was brought back together to discuss options and feedback was used to build this plan. The District has also reported on federal funds multiple times during open Board meetings. The Leadership team submitted ideas through site councils, building leadership, PTOs, etc. Every Board Meeting had a public comment section that also allows any member of the public to give feedback should the need arise.

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's impact on learning loss, student and staff mental health, and the general need to implement district-wide mitigation strategies have created new needs and amplified existing needs. The PreK-12th grade learning loss and increased SEL support for students have intensified the requests for additional intervention materials and additional mental health, and out-of-school academic support provided by staff.

Additional staff to maintain operations are needed as the current staff is spending work time completing contact tracing, communicating to students and families experiencing quarantines, screening for COVID symptoms, communicating with parents and health department staff, and gathering vaccination and testing data. Without vaccinations solidly in place at the beginning of the 2021-2022 school year, we have used ESSER-III funds to maintain additional personnel such as a Covid Coordinator and support team to assist with managing the health and communication protocols needed to maintain parent trust in a safe learning environment. With changes to the economy, workforce, and local labor market we have hired floating substitutes to maintain instruction by covering staff absences due to illness, quarantine and to bring stability during a time we are experiencing a shortage of substitute teachers.

In addition to operational impacts, there are academic subject areas and grade levels that are demonstrating learning loss (or a lack of growth) on both local and state assessments. Our PreK-2nd grade students struggled during the pandemic with remote instruction to engage fully in activities that teach letter identification, sound association, sound blending, and sound segmentation which are building blocks for learning to read and write. When measuring the amount of growth our K, 1st, and 2nd-grade students typically demonstrate in a school year our DIBELS data has shown decreases from winter of 2020 to spring of 2020 and from winter 2020 to winter 2021. The percentage of students in k-2 that scored in the lowest two categories from the middle of the year testing in 2019 to 2020 increased by 10% (K), 14% (1st), and 12% (2nd) respectively. We also administer the DIBELS assessments to 3rd - 5th-grade students. The Dibels and state assessment data 3rd -5th grade remained stable while our state assessment scores at 6th and 10th-grade reading showed decreases. When disaggregated for special education, low socio-economic status, and English Language learners, our subgroups follow the overall trend of increase or decrease for the grade level across the entire district.

Student math data reports are showing more loss in math than in reading. Our local ReadyMath, CBM, and state assessment data from Spring of 2020 reports that only 4th and 7th grade students maintained their pre-pandemic performance.

Students at the 3rd, 5th, 6th, 8th, and 10th grade showed decreases in the percentage of students meeting grade-level expectations (5th- 5 point decrease, 6th -9% decrease and 10th -4% point decrease). Upon reviewing disaggregated math scores by subgroups or low social-economic students and special education students followed the decreasing trends of the district and our English Language Learners showed slight improvements in levels of math proficiency.

On the science state assessment our student scores held the same across 5th and 11th grade and in 8th grade we experienced a 12% point decrease.

In each academic area we did find that our students in the lowest socio-economic groups (FRL) and special education students, especially those who declined specialized support during remote periods of instruction, showed academic loss that additional instructional enhancements and out-of-school learning opportunities can recover.

Attendance data from the pandemic shows an increase in absences for a variety of reasons including quarantines and illness. The average daily attendance in 2018-2019 was 92.84%, in 2020-2021 92.15%. The efforts of the attendance team and social workers help encourage families to support student daily attendance.

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)

Understanding that it is challenging to address SEL and academic concerns if we do not have students at school, we aim to utilize a portion of our ESSER-III funds to support improving attendance rates. We plan to continue to use our CARES remote attendance team to call families when students are tardy or missing from school each day. The CARES team will also follow up with information for families on quarantine and will follow up phone calls with emails and inquiry surveys. Each week every school site will receive attendance reports from each family contacted and individual emails for students or families who need support. A second attendance intervention we will put in place related to high school period attendance taking. Instead of using a positive attendance system in our Skyward student information system, we plan to install attendance tracking card readers in each classroom and have present students swipe ID cards to indicate their attendance in class and have teachers verify each students' attendance.

At the elementary level, in order to address these decreases we have added in additional early reading supports including Haggerty Phonemic Awareness routines into daily K-2nd grade instruction. An additional tiered intervention program called Language Foundation will be used during tiered intervention and training provided for K-3rd grade teachers.

For the middle school grades we have created additional sections of our reading intervention program Read 180 and Horizons. For the middle schools we have provided additional online math skill building instructional tools by purchasing IXL math (tier 2) and SuccessMaker for tier 3 students who are grouped into math skills classes for skill reteaching. For science at the secondary level we are addressing the declines by updating our curriculum resources to those that include online instructional materials, labs and simulations to enhance in-person instruction and provide more robust instructional tools for teachers and students who may experience quarantines.

At the 10th grade and high school level we have added additional credit recovery sections throughout the 1st and 2nd semester of the school year to provide students with additional support to recover credits they didn't earn throughout the pandemic. A series of AP study sessions will be offered to high school students who are taking the AP exams in the spring to ensure they are supported for both credit recovery and acceleration opportunities that may have been missed during the 2020-2021 pandemic school year. During the pandemic our secondary schools experienced challenges creating cohesive schedules for students drawing attention to the need for scheduling support to ensure course offerings are arranged in a manner that promotes both intervention to close gaps and rigor to address engagement in CTE and post-secondary endeavors. To address scheduling concerns ESSER-III funds will be used to provide training and scheduling software.

Throughout the 2021 -2022 school year k-12 expanded tutoring opportunities will be offered at each school and for quarantined students online to provide students with additional time and teacher support to work on skills they need support in as a result of learning loss. During summer of 2022 we will offer a second summer of summer school and camp opportunities for students in K-8th grade throughout the district and a second session of high-school summer school.

At both the middle school and high school level we have identified additional technology needed to integrate online learning tools seamlessly into classroom instruction. These tools such as teacher IPADS, headsets and display will support teacher mobility during instruction, increase student engagement and how program data is used to help personalize learning to close skill or concept gaps.

In addition to the expanded learning opportunities our schools have identified students who need additional social work support to address SEL needs. Upon reviewing our mental health referrals across the district we had 92 students served during the entire 2019-2020 school year and already have 91 students during the first 3 months 2021-2022. ESSER-III funds will be used to support suicide prevention initiatives such as Zero Reasons Why, through training and implementation materials for students. We are utilizing our partnership with the Mental Health Association (MHA) to add additional therapists when caseload needs demand at the K-8th grade level. At the High School level we have added an "At-Risk Social Worker" to work with students and families who need additional check-ins and monitoring to successfully recover credits and who may need access to additional referrals. For the students in the alternative Panther Learning Center program we have added an additional social worker to help support our alternative learning students with additional SEL support groups, check-ins, and credit recovery support.

In an effort to provide staff with an understanding of how to effectively implement the new curricular and SEL resources in a cohesive manner, we have included summer Building Leadership Team training stipends and materials. Through a combination of expanded after-school tutoring, extended school year programming, SEL support, revised curriculum and intervention instructional tools, we will address learning loss and support student's learning recovery.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

The District will use funds to employ a team for COVID-19 responses, build professional development dashboards for staff, enhancement of mental health awareness, as well as provide opportunities to the rebuilding of relationships between not only students and staff but between staff as a whole.

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.

Derby Public Schools will monitor the intervention of many health, wellness, mental health and academic interventions described above through maintaining systems allowing us to gather data on the use of each intervention. For attendance we will gather usage data, track and monitor or family engagement contacts, and attendance percentages for improvement. Each academic measure will be monitored using triangulated data to denote improvement and additional challenges as they arise. For example the high school credit recovery and AP exam interventions will be monitored by the number of students who recover previously failed credits, the stabilization and/or increase in AP exam test scores and high-school graduation rates. Instructional Coaches and administrators, as well as students scores and teacher perception data, will be used to monitor the implementation of additional academic tools and resources during the school day. Attendance rosters and lesson plans will be utilized to monitor tutoring, extended summer and camp opportunities. CARES teams weekly reports will be used to monitor student attendance contacts and improvements. Data on covid spread and parent/family communication from the COVID coordinator will be utilized to illustrate the breadth of the team’s work across our district. As each data set is collected and analyzed it will be disaggregated by subgroups to help ensure that all groups are being reached with needed supports and to identify any additional needs that may arise.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$5,939,577	\$0	\$5,939,577	ESSER III Allocations	\$1,187,916
Approved Total	\$5,835,223	\$0	\$5,835,223	Approved Total	\$1,772,537
Amount Left	\$104,354	\$0	\$104,354	Amount Still Needed	\$0
In Review Total	\$104,354	\$0	\$104,354	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
260-3-0088	Direct	False	2400	890	16	\$104,354	Task Force Review
260-3-0001	Direct	False	1000	150	16	\$956,000	Approved
260-3-0002	Direct	False	1000	220	16	\$73,134	Approved
260-3-0003	Direct	False	1000	222	16	\$13,862	Approved
260-3-0004	Direct	False	1000	260	16	\$7,648	Approved
260-3-0005	Direct	False	2100	150	16	\$45,000	Approved
260-3-0006	Direct	False	2100	260	16	\$360	Approved
260-3-0007	Direct	False	2200	150	16	\$458,000	Approved
260-3-0008	Direct	False	2200	260	16	\$3,664	Approved
260-3-0009	Direct	False	2400	150	16	\$102,000	Approved
260-3-0010	Direct	False	2400	260	16	\$816	Approved
260-3-0011	Direct	False	2600	150	16	\$151,000	Approved
260-3-0012	Direct	False	2600	260	16	\$1,208	Approved
260-3-0013	Direct	False	2660	150	16	\$10,000	Approved
260-3-0014	Direct	False	2660	260	16	\$80	Approved
260-3-0015	Direct	False	2700	150	16	\$121,000	Approved
260-3-0016	Direct	False	2700	260	16	\$968	Approved
260-3-0017	Direct	False	3100	150	16	\$92,000	Approved
260-3-0018	Direct	False	3100	220	16	\$7,038	Approved
260-3-0019	Direct	False	3100	222	16	\$1,334	Approved
260-3-0020	Direct	False	3100	260	16	\$736	Approved
260-3-0021	Direct	False	2510	150	16	\$20,000	Approved
260-3-0022	Direct	False	2510	220	16	\$1,530	Approved
260-3-0023	Direct	False	2510	222	16	\$290	Approved
260-3-0024	Direct	False	2510	260	16	\$160	Approved
260-3-0025	Direct	False	2500	150	16	\$55,000	Approved
260-3-0026	Direct	False	2500	260	16	\$440	Approved
260-3-0027	Direct	False	2300	150	16	\$34,000	Approved
260-3-0028	Direct	False	2300	260	16	\$272	Approved
260-3-0029	Direct	False	1000	733	13	\$300,000	Approved

260-3-0030	Direct	False	2500	120	2	\$175,000	Approved
260-3-0031	Direct	False	2112	121	2	\$195,000	Approved
260-3-0032	Direct	False	2500	221	2	\$25,900	Approved
260-3-0033	Direct	False	2500	222	2	\$5,550	Approved
260-3-0034	Direct	False	2500	260	2	\$3,700	Approved
260-3-0035	Direct	False	2500	210	2	\$36,000	Approved
260-3-0036	Direct	False	2500	121	2	\$105,000	Approved
260-3-0037	Direct	False	2500	221	2	\$7,350	Approved
260-3-0038	Direct	False	2500	222	2	\$1,575	Approved
260-3-0039	Direct	False	2500	260	2	\$1,050	Approved
260-3-0040	Direct	False	2500	210	2	\$8,400	Approved
260-3-0041	Direct	False	1000	120	3	\$180,000	Approved
260-3-0042	Direct	False	1000	220	3	\$12,600	Approved
260-3-0043	Direct	False	1000	222	3	\$2,700	Approved
260-3-0044	Direct	False	1000	260	3	\$1,800	Approved
260-3-0045	Direct	False	1000	210	3	\$30,000	Approved
260-3-0046	Direct	True	2113	110	12	\$164,000	Approved
260-3-0047	Direct	True	2113	221	12	\$11,480	Approved
260-3-0048	Direct	True	2113	222	12	\$2,460	Approved
260-3-0049	Direct	True	2113	260	12	\$1,640	Approved
260-3-0050	Direct	True	2113	210	12	\$8,400	Approved
260-3-0051	Direct	False	1000	330	16	\$155,496	Approved
260-3-0052	Direct	False	2510	120	2	\$87,500	Approved
260-3-0053	Direct	False	2510	221	2	\$6,125	Approved
260-3-0054	Direct	False	2510	260	2	\$875	Approved
260-3-0055	Direct	False	2510	210	2	\$8,400	Approved
260-3-0056	Direct	True	2100	110	12	\$153,750	Approved
260-3-0057	Direct	True	2100	210	12	\$46,200	Approved
260-3-0058	Direct	False	2316	610	16	\$20,000	Approved
260-3-0059	Direct	False	2100	220	16	\$3,444	Approved
260-3-0060	Direct	False	2100	222	16	\$652	Approved
260-3-0061	Direct	False	2200	220	16	\$35,037	Approved
260-3-0062	Direct	False	2200	222	16	\$6,640	Approved
260-3-0063	Direct	False	2400	220	16	\$7,802	Approved
260-3-0064	Direct	False	2400	222	16	\$1,478	Approved
260-3-0065	Direct	False	2600	220	16	\$11,552	Approved
260-3-0066	Direct	False	2600	222	16	\$2,190	Approved
260-3-0067	Direct	False	2660	220	16	\$764	Approved
260-3-0068	Direct	False	2660	222	16	\$146	Approved
260-3-0069	Direct	False	2700	220	16	\$9,256	Approved
260-3-0070	Direct	False	2700	222	16	\$1,754	Approved
260-3-0071	Direct	False	2500	220	16	\$4,206	Approved

260-3-0072	Direct	False	2500	222	16	\$798	Approved
260-3-0073	Direct	False	2300	220	16	\$2,600	Approved
260-3-0074	Direct	False	2300	222	16	\$494	Approved
260-3-0075	Direct	False	2000	610	16	\$445,000	Approved
260-3-0076	Direct	True	1000	150	12	\$750,000	Approved
260-3-0077	Direct	True	1000	610	12	\$200,000	Approved
260-3-0078	Direct	True	1000	735	9	\$365,000	Approved
260-3-0079	Direct	True	1000	150	12	\$55,000	Approved
260-3-0080	Direct	False	2510	222	2	\$1,312	Approved
260-3-0085	Direct	True	2100	221	12	\$10,763	Approved
260-3-0086	Direct	True	2100	222	12	\$2,306	Approved
260-3-0087	Direct	True	2100	260	12	\$1,538	Approved

Line Item Details

Line Item ID: 260-3-0088

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III Indirect Cost

Account Number

74-E-2400-890-1924

Function Code

2400 - Support Services (School Administration)

Object Code

890 - Other Miscellaneous Expenditures

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Indirect Expenditures as allowed, for management, document retention, processing of documents, expenditures, etc. for the life of the ESSER III grant

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$0

Budgeted Expenditures in SFY 2024 \$104,354

Total Expenditures \$104,354

Status

Task Force Review

Line Item Comment from KSDE

New Line Item. This is an indirect cost rate.

Line Item ID: 260-3-0001

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 - Instruction - Extra Duty

Account Number

74-E-1000-191

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

Retention incentive pay for all staff who continue to work through the previous year into the current year. Criteria was set and approved by the local board of education for this one time payment of \$1,000 for full time or \$500 for part time.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$478,000
Budgeted Expenditures in SFY 2024	\$478,000
Total Expenditures	\$956,000

Status

Approved

Line Item ID: 260-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Instruction - Social Security

Account Number

74-E-1000-220

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Social Security for Pay on line 2

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$36,567
Budgeted Expenditures in SFY 2024	\$36,567
Total Expenditures	\$73,134

Status

Approved

Line Item ID: 260-3-0003

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 - Instruction - Medicare

Account Number

74-E-1000-222

Function Code

1000 - Instruction

Object Code222 - Medicare - Employer's
Contribution**Allowable Use**16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Medicare for Pay on line 2

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,931**Budgeted Expenditures in SFY 2024** \$6,931**Total Expenditures** \$13,862**Status**

Approved

Line Item ID: 260-3-0004

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 - Instruction - Unemployment

Account Number

74-E-1000-250

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use16 - Other activities necessary to
maintain LEA 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 for Pay on line 2

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,824**Budgeted Expenditures in SFY 2024** \$3,824**Total Expenditures** \$7,648**Status**

Approved

Line Item ID: 260-3-0005

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 - Student Support - Extra Duty

Account Number

74-E-2100-191

Function Code

2100 - Support Services (Students)

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

Retention incentive pay for all staff who continue to work through the previous year into the current year. Criteria was set and approved by the local board of education for this one time payment of \$1,000 for full time or \$500 for part time.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$22,500
Budgeted Expenditures in SFY 2024	\$22,500
Total Expenditures	\$45,000

Status

Approved

Line Item ID: 260-3-0006

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 NameESSER III - Student Support -
Unemployment**Account Number**

74-E-2100-250

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 for Pay on line 6

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$180
Budgeted Expenditures in SFY 2024	\$180
Total Expenditures	\$360

Status

Approved

Line Item ID: 260-3-0007

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 - Instruction Support - Extra Duty

Account Number

74-E-2200-191

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

Retention incentive pay for all staff who continue to work through the previous year into the current year. Criteria was set and approved by the local board of education for this one time payment of \$1,000 for full time or \$500 for part time.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$229,000
Budgeted Expenditures in SFY 2024	\$229,000
Total Expenditures	<u>\$458,000</u>

Status

Approved

Line Item ID: 260-3-0008

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 - Instruction Support - Unemployment

Account Number

74-E-2200-250

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 for Pay on line 10

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,832
Budgeted Expenditures in SFY 2024	\$1,832
Total Expenditures	<u>\$3,664</u>

Status

Approved

Line Item ID: 260-3-0009

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 NameESSER III - Building Administration -
Extra Duty**Account Number**

74-E-2400-191

Function Code2400 - Support Services (School
Administration)**Object Code**

150 - Additional Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentive pay for all staff who continue to work through the previous year into the current year. Criteria was set and approved by the local board of education for this one time payment of \$1,000 for full time or \$500 for part time.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$51,000
Budgeted Expenditures in SFY 2024	\$51,000
Total Expenditures	<u>\$102,000</u>

Status

Approved

Line Item ID: 260-3-0010

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 NameESSER III - Building Administration -
Unemployment**Account Number**

74-E-2400-250

Function Code2400 - Support Services (School
Administration)**Object Code**

260 - Unemployment Compensation

Allowable Use16 - Other activities necessary to
maintain LEA 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 for Pay on line 14

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$408
Budgeted Expenditures in SFY 2024	\$408
Total Expenditures	<u>\$816</u>

Status

Approved

Line Item ID: 260-3-0011

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 - Operations and Maintenance
- Extra Dut

Account Number

74-E-2600-191

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

Retention incentive pay for all staff who continue to work through the previous year into the current year. Criteria was set and approved by the local board of education for this one time payment of \$1,000 for full time or \$500 for part time.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$75,500
Budgeted Expenditures in SFY 2024	\$75,500
Total Expenditures	<u>\$151,000</u>

Status

Approved

Line Item ID: 260-3-0012

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 - Operations and Maintenance
- Unemploym

Account Number

74-E-2600-250

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 for Pay on line 18

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$604
Budgeted Expenditures in SFY 2024	\$604
Total Expenditures	<u>\$1,208</u>

Status

Approved

Line Item ID: 260-3-0013

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 - Security - Extra Duty

Account Number

74-E-2660-191

Function Code

2660 - Security

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

Retention incentive pay for all staff who continue to work through the previous year into the current year. Criteria was set and approved by the local board of education for this one time payment of \$1,000 for full time or \$500 for part time.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,000
Budgeted Expenditures in SFY 2024	\$5,000
Total Expenditures	<u>\$10,000</u>

Status

Approved

Line Item ID: 260-3-0014

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 - Security - Unemployment

Account Number

74-E-2660-250

Function Code

2660 - Security

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 for Pay on line 22

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$40
Budgeted Expenditures in SFY 2024	\$40
Total Expenditures	<u>\$80</u>

Status

Approved

Line Item ID: 260-3-0015

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 - Transportation - Extra Duty

Account Number

74-E-2700-191

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

Retention incentive pay for all staff who continue to work through the previous year into the current year. Criteria was set and approved by the local board of education for this one time payment of \$1,000 for full time or \$500 for part time.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$60,500
Budgeted Expenditures in SFY 2024	\$60,500
Total Expenditures	<u>\$121,000</u>

Status

Approved

Line Item ID: 260-3-0016

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 NameESSER III - Transportation -
Unemployment**Account Number**

74-E-2700-250

Function Code

2700 - Student Transportation Services

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment for Pay on line 26

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$484
Budgeted Expenditures in SFY 2024	\$484
Total Expenditures	<u>\$968</u>

Status

Approved

Line Item ID: 260-3-0017

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 - Food Service - Extra Duty

Account Number

74-E-3100-191

Function Code

3100 - Food Service Operations

Object Code

150 - Additional Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention incentive pay for all staff who continue to work through the previous year into the current year. Criteria was set and approved by the local board of education for this one time payment of \$1,000 for full time or \$500 for part time.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$46,000
Budgeted Expenditures in SFY 2024	\$46,000
Total Expenditures	\$92,000

Status

Approved

Line Item ID: 260-3-0018

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 - Food Service - Social Security

Account Number

74-E-3100-220

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

Social Security for Pay on line 30

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,519
Budgeted Expenditures in SFY 2024	\$3,519
Total Expenditures	\$7,038

Status

Approved

Line Item ID: 260-3-0019

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 - Food Service - Medicare

Account Number

74-E-3100-222

Function Code

3100 - Food Service Operations

Object Code222 - Medicare - Employer's
Contribution**Allowable Use**16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Medicare for Pay on line 30

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$667**Budgeted Expenditures in SFY 2024** \$667**Total Expenditures** \$1,334**Status**

Approved

Line Item ID: 260-3-0020

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 NameESSER III - Food Service -
Unemployment**Account Number**

74-E-3100-250

Function Code

3100 - Food Service Operations

Object Code

260 - Unemployment Compensation

Allowable Use16 - Other activities necessary to
maintain LEA 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 for Pay on line 30

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$368**Budgeted Expenditures in SFY 2024** \$368**Total Expenditures** \$736**Status**

Approved

Line Item ID: 260-3-0021

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 - Business Ops - Extra Duty

Account Number

74-E-2510-191

Function Code

2510 - Fiscal 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

Retention incentive pay for all staff who continue to work through the previous year into the current year. Criteria was set and approved by the local board of education for this one time payment of \$1,000 for full time or \$500 for part time.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$10,000
Budgeted Expenditures in SFY 2024	\$10,000
Total Expenditures	\$20,000

Status

Approved

Line Item ID: 260-3-0022

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 - Business Ops - Social Security

Account Number

74-E-2510-220

Function Code

2510 - Fiscal Services

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Social Security for Pay on line 34

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$765
Budgeted Expenditures in SFY 2024	\$765
Total Expenditures	\$1,530

Status

Approved

Line Item ID: 260-3-0023

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 - Business Ops - Medicare

Account Number

74-E-2510-222

Function Code

2510 - Fiscal Services

Object Code222 - Medicare - Employer's
Contribution**Allowable Use**16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Medicare for Pay on line 34

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$145
Budgeted Expenditures in SFY 2024	\$145
Total Expenditures	\$290

Status

Approved

Line Item ID: 260-3-0024

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 NameESSER III - Business Ops -
Unemployment**Account Number**

74-E-2510-250

Function Code

2510 - Fiscal Services

Object Code

260 - Unemployment Compensation

Allowable Use16 - Other activities necessary to
maintain LEA 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 for Pay on line 34

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$80
Budgeted Expenditures in SFY 2024	\$80
Total Expenditures	\$160

Status

Approved

Line Item ID: 260-3-0025

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 - Central Services - Extra Duty

Account Number

74-E-2500-191

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

Retention incentive pay for all staff who continue to work through the previous year into the current year. Criteria was set and approved by the local board of education for this one time payment of \$1,000 for full time or \$500 for part time.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$27,500
Budgeted Expenditures in SFY 2024	\$27,500
Total Expenditures	\$55,000

Status

Approved

Line Item ID: 260-3-0026

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 NameESSER III - Central Services -
Unemployment**Account Number**

74-E-2500-250

Function Code

2500 - Central Services

Object Code

260 - Unemployment Compensation

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Unemployment for Pay on line 38

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$220
Budgeted Expenditures in SFY 2024	\$220
Total Expenditures	\$440

Status

Approved

Line Item ID: 260-3-0027

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 NameESSER III - Support - General Admin -
Extra Duty**Account Number**

74-E-2300-191

Function Code2300 - Support Services (General
Administration)**Object Code**

150 - Additional Compensation

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Retention incentive pay for all staff who continue to work through the previous year into the current year. Criteria was set and approved by the local board of education for this one time payment of \$1,000 for full time or \$500 for part time.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$17,000
Budgeted Expenditures in SFY 2024	\$17,000
Total Expenditures	<u>\$34,000</u>

Status

Approved

Line Item ID: 260-3-0028

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 NameESSER III - Support - General Admin -
Unemployment**Account Number**

74-E-2300-250

Function Code2300 - Support Services (General
Administration)**Object Code**

260 - Unemployment Compensation

Allowable Use16 - Other activities necessary to
maintain LEA 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 for Pay on line 42

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$136
Budgeted Expenditures in SFY 2024	\$136
Total Expenditures	<u>\$272</u>

Status

Approved

Line Item ID: 260-3-0029

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 Instructional - Furniture

Account Number

74-E-1000-733

Function Code

1000 - Instruction

Object Code

733 - Furniture and Fixtures

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

Furniture to allow for social distancing at all buildings, currently, many of our elementary buildings are using tables for seating in the classroom, money will be allocated to the buildings with the most tables and new desk style furniture will be purchased to allow for social distancing.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$150,000
Budgeted Expenditures in SFY 2024	\$150,000
Total Expenditures	\$300,000

Status

Approved

Line Item Comment from KSDE

Justification: Clarification – Please provide additional information explaining how this expenditure is due to COVID-19 and why it cannot be achieved with the existing furniture. o For any line-item referencing a equipment over \$5,000 ? This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)

Line Item ID: 260-3-0030

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 - Coordinator

Account Number

74-E-2510-168

Function Code

2500 - Central 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

COVID-19 Site Coordinator, who prepares, responds, and communicates the current situation to all stakeholders and ensures the safety of students and staff. The staff person is the point of contact for all COVID-19 cases District-wide (staff or student), assists in questions with quarantining and return to school/work, have been mobilized to buildings to help with testing, close contact tracing, etc. Will also make phone calls to close contacts as needed. Job Description:

https://drive.google.com/file/d/1o5Mz6mCjcN3KoXyu2K6uGAv2_Lk06SqR/view - Please advise either by responding to my email on April 29, May 9, or May 11, or in this application how this is ineligible? We have had a COVID Coordinator the last two years using ESSER II, how is it now ineligible?

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$85,000
Budgeted Expenditures in SFY 2024	\$90,000
Total Expenditures	\$175,000

Status

Approved

Line Item Comment from KSDE

Line Item ID: 260-3-0031

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 - Attendance CARE Team

Account Number

74-E-2510-171

Function Code

2112 - Attendance 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

Staff Members call in and check on students who are quarantined, assist with resources as appropriate, work with remote students to ensure an adequate learning environment, and ensure Social/Emotional needs are met (3 Staff members). These positions came up due to the pandemic, students are checked in on due to not coming or remote has also been used to help with the HES as that was a change due to COVID.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$95,000
Budgeted Expenditures in SFY 2024	\$100,000
Total Expenditures	\$195,000

Status

Approved

Line Item Comment from KSDE

Are these positions new? Please provide the data that shows the need for these positions.

Line Item ID: 260-3-0032

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 - COVID - FICA

Account Number

74-E-2510-220

Function Code

2500 - Central Services

Object Code

221 - FICA - Employer's Contribution

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

Benefits for the positions listed on lines 52 and 53 These are benefits for a currently "ineligible" expenditure (which I am waiting on clarification on) and 3 approved positions (Attendance Care Team) all of these positions have been out of COVID dollars some have even been around since ESSER I

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$12,600
Budgeted Expenditures in SFY 2024	\$13,300
Total Expenditures	\$25,900

Status

Approved

Line Item ID: 260-3-0033

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 - COVID - Medicare

Account Number

74-E-2510-222

Function Code

2500 - Central Services

Object Code222 - Medicare - Employer's
Contribution**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**

Benefits for the positions listed on lines 52 and 53 - Please advise either by responding to my email on April 29, May 9, or May 11, or in this application how this is ineligible? We have had an Assistant to the COVID Coordinator the last two years using ESSER II, how is it now ineligible?

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$2,700
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Budgeted Expenditures in SFY 2024	\$2,850
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Total Expenditures	<u>\$5,550</u>
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Status

Approved

Line Item ID: 260-3-0034

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - COVID - Unemployment

Account Number

74-E-2510-250

Function Code

2500 - Central Services

Object Code

260 - Unemployment Compensation

Allowable Use2 - Coordination of COVID-19
preparedness and response efforts.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Benefits for the positions listed on lines 52 and 53 - Please advise either by responding to my email on April 29, May 9, or May 11, or in this application how this is ineligible? We have had an Assistant to the COVID Coordinator the last two years using ESSER II, how is it now ineligible?

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$1,800
--	---------

Budgeted Expenditures in SFY 2024	\$1,900
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Total Expenditures	<u>\$3,700</u>
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Status

Approved

Line Item ID: 260-3-0035

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - COVID - District Insurance

Account Number

74-E-2510-217

Function Code

2500 - Central Services

Object Code

210 - Group Insurance

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

Benefits for the positions listed on lines 52 and 53 - Please advise either by responding to my email on April 29, May 9, or May 11, or in this application how this is ineligible? We have had the COVID Coordinator and the attendance care team the last two years using ESSER II, how is it now ineligible?

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$18,000
Budgeted Expenditures in SFY 2024	\$18,000
Total Expenditures	<u>\$36,000</u>

Status

Approved

Line Item ID: 260-3-0036

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER II - Technology - Building Techs

Account Number

74-E-1596-153

Function Code

2500 - Central 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

One additional technology employee due to the addition of devices as a part of learning loss assistance, this person will prepare devices for students, respond to helpdesk tickets, and repair devices as needed. The staff member is responsible for mobilizing the additional devices that were purchased due to remote learning. The staff member also assists with the repair of devices and answers support tickets from staff and students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$50,000
Budgeted Expenditures in SFY 2024	\$55,000
Total Expenditures	<u>\$105,000</u>

Status

Approved

Line Item Comment from KSDE

Justification: Clarification – Please provide more information on how this position relates to COVID-19 and confirm that this is one additional new position.

Line Item ID: 260-3-0037

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Technology - Social Security
- Admin C

Account Number

74-E-1596-220

Function Code

2500 - Central Services

Object Code

221 - FICA - Employer's Contribution

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

Benefits for the position listed on line 58

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,500
Budgeted Expenditures in SFY 2024	\$3,850
Total Expenditures	<u>\$7,350</u>

Status

Approved

Line Item ID: 260-3-0038

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Technology - Medicare -
Admin Center

Account Number

74-E-1596-222

Function Code

2500 - Central Services

Object Code

222 - Medicare - Employer's
Contribution

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

Benefits for the position listed on line 58

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$750
Budgeted Expenditures in SFY 2024	\$825
Total Expenditures	<u>\$1,575</u>

Status

Approved

Line Item ID: 260-3-0039

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 NameESSER III - Technology -
Unemployment - Admin Cent**Account Number**

74-E-1596-250

Function Code

2500 - Central Services

Object Code

260 - Unemployment Compensation

Allowable Use2 - Coordination of COVID-19
preparedness and response efforts.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Benefits for the position listed on line 58

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$500**Budgeted Expenditures in SFY 2024** \$550**Total Expenditures** \$1,050**Status**

Approved

Line Item ID: 260-3-0040

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 NameESSER III - Technology - Board Paid
Insurance - Ad**Account Number**

74-E-1596-217

Function Code

2500 - Central Services

Object Code

210 - Group Insurance

Allowable Use2 - Coordination of COVID-19
preparedness and response efforts.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Benefits for the position listed on line 58

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4,200**Budgeted Expenditures in SFY 2024** \$4,200**Total Expenditures** \$8,400**Status**

Approved

Line Item ID: 260-3-0041

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Instruction - Non Cert Salaries

Account Number

74-E-1000-120

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

Additional Staffing Needs due to the additional time staff may need off due to COVID and quarantines, staff will cover multiple buildings, this is for floating subs long term subs that were allocated to each building to help cover classes when staff go out due to COVID-19 or a quarantine situation.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$90,000
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Budgeted Expenditures in SFY 2024	\$90,000
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Total Expenditures	\$180,000
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Status

Approved

Line Item Comment from KSDE

Justification: Clarification/Reasonableness – Please provide more information on how this position relates to COVID-19 and provide a job description of the day-to-day duties.

Line Item ID: 260-3-0042

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Instruction - Social Security

Account Number

74-E-1000-220

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Benefits for the position(s) listed on line 63

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$6,300
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Budgeted Expenditures in SFY 2024	\$6,300
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Total Expenditures	\$12,600
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Status

Approved

Line Item ID: 260-3-0043

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Instruction - Medicare

Account Number

74-E-1000-222

Function Code

1000 - Instruction

Object Code

222 - Medicare - Employer's
Contribution

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

Benefits for the position(s) listed on line 63

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,350
Budgeted Expenditures in SFY 2024	\$1,350
Total Expenditures	\$2,700

Status

Approved

Line Item ID: 260-3-0044

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Instruction - Unemployment

Account Number

74-E-1000-250

Function Code

1000 - Instruction

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

Benefits for the position(s) listed on line 63

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$900
Budgeted Expenditures in SFY 2024	\$900
Total Expenditures	\$1,800

Status

Approved

Line Item ID: 260-3-0045

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 NameESSER III - Instruction - Board Paid
Insurance - A**Account Number**

74-E-1000-217

Function Code

1000 - Instruction

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

Benefits for the position(s) listed on line 63

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$15,000
Budgeted Expenditures in SFY 2024	\$15,000
Total Expenditures	<u>\$30,000</u>

Status

Approved

Line Item ID: 260-3-0046

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Social Work - Certified Staff

Account Number

74-E-2113-110

Function Code

2113 - Social Work 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

1 Additional Social Worker to assist with the enhanced number of students who need mentoring, regular check ins for At-Risk Students who are falling behind due to the pandemic. Both of these social workers will assist students in regaining credits to graduate on time.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$80,000
Budgeted Expenditures in SFY 2024	\$84,000
Total Expenditures	<u>\$164,000</u>

Status

Approved

Line Item ID: 260-3-0047

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - HS - Social Security - DHS

Account Number

74-E-2113-220

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

Benefits for the Social Workers on line 68.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,600**Budgeted Expenditures in SFY 2024** \$5,880**Total Expenditures** \$11,480**Status**

Approved

Line Item ID: 260-3-0048

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

ESSER III - HS - Medicaid - DHS

Account Number

74-E-2113-222

Function Code

2113 - Social Work Services

Object Code

222 - Medicare - 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

Benefits for the Social Workers on line 68.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,200**Budgeted Expenditures in SFY 2024** \$1,260**Total Expenditures** \$2,460**Status**

Approved

Line Item ID: 260-3-0049

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - HS - Unemployment - DHS

Account Number

74-E-2113-250

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

Benefits for the Social Workers on line 68.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$800**Budgeted Expenditures in SFY 2024** \$840**Total Expenditures** \$1,640**Status**

Approved

Line Item ID: 260-3-0050

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

ESSER II - HS - INUSRANCE

Account Number

74-E-2113-210

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

Benefits for the Social Workers on line 68.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4,200**Budgeted Expenditures in SFY 2024** \$4,200**Total Expenditures** \$8,400**Status**

Approved

Line Item ID: 260-3-0051

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Instructon - PD

Account Number

74-E-1000-330

Function Code

1000 - Instruction

Object Code

330 - Professional Employee Training and Development Services

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Professional Development District-Wide to promote positive teaching, and reach the students who were greatly affected by the pandemic including Learning loss, Social-Emotional Learning, etc. Each building will receive an allocation and will be able to make selections for professional development based on their building's unique needs. Approval through our Superintendent team will take place prior to any Professional Development happening. PD will be mostly behavior-based. - Please advise either by responding to my email on April 29, May 9, or May 11, or in this application how this is ineligible? Professional Development has not been selected but will be on a building needs-based and approved by our curriculum team.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$155,496
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$155,496

Status

Approved

Line Item Comment from KSDE

Clarification: Please provide information regarding the specific professional development that will be provided.

Line Item ID: 260-3-0052

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Business Ops - Salary

Account Number

74-E-2510-120

Function Code

2510 - Fiscal 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

Aide to the COVID Coordinator assists in close contact searching, testing protocols, etc. Job Description: https://drive.google.com/file/d/1D0v2xJhSUwSddEX_WiVU_8t5mPC4Tbyd/view - Please advise either by responding to my email on April 29, May 9, or May 11, or in this application how this is ineligible? We have had an Aide to the COVID Coordinator the last two years using ESSER II, how is it now ineligible?

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$42,500
Budgeted Expenditures in SFY 2024	\$45,000
Total Expenditures	<u>\$87,500</u>

Status

Approved

Line Item Comment from KSDE

Clarification: Please provide a job description of this position with the day-to-day responsibilities.

Line Item ID: 260-3-0053

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Business Ops - Emp Social Security

Account Number

74-E-2510-221

Function Code

2510 - Fiscal Services

Object Code

221 - FICA - Employer's Contribution

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

Benefits for the Aide to COVID Coordinator on line 74. - Please advise either by responding to my email on April 29, May 9, or May 11, or in this application how this is ineligible? We have had an Aide to the COVID Coordinator the last two years using ESSER II, how is it now ineligible?

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,975
Budgeted Expenditures in SFY 2024	\$3,150
Total Expenditures	<u>\$6,125</u>

Status

Approved

Line Item ID: 260-3-0054

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Business Ops -
Unemployment

Account Number

74-E-2510-260

Function Code

2510 - Fiscal Services

Object Code

260 - Unemployment Compensation

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

Benefits for the Aide to COVID Coordinator on line 74. - Please advise either by responding to my email on April 29, May 9, or May 11, or in this application how this is ineligible? We have had an Aide to the COVID Coordinator the last two years using ESSER II, how is it now ineligible?

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$425
Budgeted Expenditures in SFY 2024	\$450
Total Expenditures	<u>\$875</u>

Status

Approved

Line Item ID: 260-3-0055

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Business Ops - Insurance

Account Number

74-E-2510-210

Function Code

2510 - Fiscal Services

Object Code

210 - Group Insurance

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

Benefits for the Aide to COVID Coordinator on line 74. - Please advise either by responding to my email on April 29, May 9, or May 11, or in this application how this is ineligible? We have had an Aide to the COVID Coordinator the last two years using ESSER II, how is it now ineligible?

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$4,200
Budgeted Expenditures in SFY 2024	\$4,200
Total Expenditures	<u>\$8,400</u>

Status

Approved

Line Item ID: 260-3-0056

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Counselor - Certified Staff

Account Number

74-E-2100-110

Function Code

2100 - Support Services (Students)

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

1 Additional School Counselor to assist with the enhanced number of students who need mentoring, regular check ins for At-Risk Students who are falling behind due to the pandemic. Both of these social workers will assist students in regaining credits to graduate on time.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$75,000
Budgeted Expenditures in SFY 2024	\$78,750
Total Expenditures	<u>\$153,750</u>

Status

Approved

Line Item ID: 260-3-0057

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - HS - INUSRANCE

Account Number

74-E-2100-210

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

Benefits for The School Counselor on line 84.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$4,200
Budgeted Expenditures in SFY 2024	\$42,000
Total Expenditures	<u>\$46,200</u>

Status

Approved

Line Item ID: 260-3-0058

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - District Help - Supplies

Account Number

74-E-2500-610

Function Code

2316 - Staff Relations and Negotiations Services

Object Code

610 - General Supplies and Materials

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Staff professional development for mental health services, staff have struggled with mental health due to the pandemic in multiple ways, money is being set aside to help with how to deal with the new reality in a COVID-19 world.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$20,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$20,000</u>

Status

Approved

Line Item Comment from KSDE

Clarification: Please provide additional information on this professional development as it relates to COVID-19.

Line Item ID: 260-3-0059

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Student Support - Social Security

Account Number

74-E-2100-220

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 for Pay on line 6

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,722
Budgeted Expenditures in SFY 2024	\$1,722
Total Expenditures	<u>\$3,444</u>

Status

Approved

Line Item ID: 260-3-0060

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Student Support - Medicare

Account Number

74-E-2100-222

Function Code

2100 - Support Services (Students)

Object Code

222 - Medicare - Employer's Contribution

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Medicare for Pay on line 6

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$326
Budgeted Expenditures in SFY 2024	\$326
Total Expenditures	<u>\$652</u>

Status

Approved

Line Item ID: 260-3-0061

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Instruction Support - Social Security

Account Number

74-E-2200-220

Function Code

2200 - Support Services (Instructional Staff)

Object Code

220 - Social Security Contributions

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Social Security for Pay on line 10

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$17,518
Budgeted Expenditures in SFY 2024	\$17,519
Total Expenditures	<u>\$35,037</u>

Status

Approved

Line Item ID: 260-3-0062

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Instruction Support - Medicare

Account Number

74-E-2200-222

Function Code

2200 - Support Services (Instructional Staff)

Object Code

222 - Medicare - Employer's Contribution

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Medicare for Pay on line 10

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,320
Budgeted Expenditures in SFY 2024	\$3,320
Total Expenditures	<u>\$6,640</u>

Status

Approved

Line Item ID: 260-3-0063

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Building Administration - Social Secur

Account Number

74-E-2400-220

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 Securty for Pay on line 14

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,901
Budgeted Expenditures in SFY 2024	\$3,901
Total Expenditures	<u>\$7,802</u>

Status

Approved

Line Item ID: 260-3-0064

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Building Administration - Medicare

Account Number

74-E-2400-222

Function Code

2400 - Support Services (School Administration)

Object Code

222 - Medicare - Employer's Contribution

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Medicare for Pay on line 14

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$739
Budgeted Expenditures in SFY 2024	\$739
Total Expenditures	<u>\$1,478</u>

Status

Approved

Line Item ID: 260-3-0065

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Operations and Maintenance - Social Se

Account Number

74-E-2600-220

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 for Pay on line 18

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,776
Budgeted Expenditures in SFY 2024	\$5,776
Total Expenditures	<u>\$11,552</u>

Status

Approved

Line Item ID: 260-3-0066

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 NameESSER III - Operations and Maintenance
- Medicare**Account Number**

74-E-2600-222

Function Code2600 - Operation and Maintenance of
Plant Services (All except
Transportation)**Object Code**222 - Medicare - Employer's
Contribution**Allowable Use**16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Medicare for Pay on line 18

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,095
Budgeted Expenditures in SFY 2024	\$1,095
Total Expenditures	<u>\$2,190</u>

Status

Approved

Line Item ID: 260-3-0067

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Security - Social Security

Account Number

74-E-2660-220

Function Code

2660 - Security

Object Code

220 - Social Security Contributions

Allowable Use16 - Other activities necessary to
maintain LEA 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 for Pay on line 22

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$382
Budgeted Expenditures in SFY 2024	\$382
Total Expenditures	<u>\$764</u>

Status

Approved

Line Item ID: 260-3-0068

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Security - Medicare

Account Number

74-E-2660-222

Function Code

2660 - Security

Object Code222 - Medicare - Employer's
Contribution**Allowable Use**16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Medicare for Pay on line 22

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$73
Budgeted Expenditures in SFY 2024	\$73
Total Expenditures	<u>\$146</u>

Status

Approved

Line Item ID: 260-3-0069

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 NameESSER III - Transportation - Social
Security**Account Number**

74-E-2700-220

Function Code

2700 - Student Transportation Services

Object Code

220 - Social Security Contributions

Allowable Use16 - Other activities necessary to
maintain LEA 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 for Pay on line 26

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$4,628
Budgeted Expenditures in SFY 2024	\$4,628
Total Expenditures	<u>\$9,256</u>

Status

Approved

Line Item ID: 260-3-0070

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Transportation - Medicare

Account Number

74-E-2700-222

Function Code

2700 - Student Transportation Services

Object Code

222 - Medicare - Employer's Contribution

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Medicare for Pay on line 26

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$877
Budgeted Expenditures in SFY 2024	\$877
Total Expenditures	<u>\$1,754</u>

Status

Approved

Line Item ID: 260-3-0071

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Central Services - Social Security

Account Number

74-E-2500-220

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

Social Security for Pay on line 38

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,103
Budgeted Expenditures in SFY 2024	\$2,103
Total Expenditures	<u>\$4,206</u>

Status

Approved

Line Item ID: 260-3-0072

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Central Services - Medicare

Account Number

74-E-2500-222

Function Code

2500 - Central Services

Object Code222 - Medicare - Employer's
Contribution**Allowable Use**16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Medicare for Pay on line 38

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$399**Budgeted Expenditures in SFY 2024** \$399**Total Expenditures** \$798**Status**

Approved

Line Item ID: 260-3-0073

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 NameESSER III - Support - General Admin -
Social Secur**Account Number**

74-E-2300-220

Function Code2300 - Support Services (General
Administration)**Object Code**

220 - Social Security Contributions

Allowable Use16 - Other activities necessary to
maintain LEA 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 Securty for Pay on line 42

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,300**Budgeted Expenditures in SFY 2024** \$1,300**Total Expenditures** \$2,600**Status**

Approved

Line Item ID: 260-3-0074

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Support - General Admin - Medicare

Account Number

74-E-2300-222

Function Code

2300 - Support Services (General Administration)

Object Code

222 - Medicare - Employer's Contribution

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Medicare for Pay on line 42

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$247
Budgeted Expenditures in SFY 2024	\$247
Total Expenditures	<u>\$494</u>

Status

Approved

Line Item ID: 260-3-0075

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Support - Supplies

Account Number

74-E-2000-610

Function Code

2000 - Support Services

Object Code

610 - General Supplies and Materials

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Attendance Hardware to allow better tracking of students at the secondary schools to ensure adequate attendance is taken. Frees up additional instructional time that professional Educators previously used taking attendance. We have noticed an uptick in students not attending classes since being 100% remote in 2020. The attendance hardware will allow students to scan their ID cards upon entry into a classroom to respond quicker to student tardies and unexcused absences. One of the benefits would be seen in the speed and efficiency of contact tracing. If contact tracing were to be re-instated in the future Positive Attendance immediately tells us if a student was in space thus reducing the time spent to contact trace. Through positive attendance, a clear picture of a student's attendance and movement during a school day can be seen. Positive attendance can show us immediately where a person testing positive for Covid or any other disease of the future is at any given second during a school day.

We have also studied in our buildings the effects of the COVID-19 Pandemic on learning loss and school achievement we note that the Positive Attendance devices will bring back 5% of instructional time back for every class period will be a monumental step in combating the learning loss experienced by all of our students and especially those who were have not been able to impact through extra learning opportunities like before and after school tutoring, summer offerings, etc. This would level the playing field and would work to reverse the learning loss of ALL students, regardless of income, ethnicity, grade level, transportation needs, and impact of past learning loss.

I am excited about the brain research that shows that the use of this program will give us 2-3 minutes per class back every period, 8 at the middle levels and 5 at the high school every day, this is adding back in approximately 5% for each class to direct instruction instead of housekeeping such as taking attendance. The added benefit of utilizing Positive Attendance is the timing of the minutes being reallocated back to classroom instruction is the perfect time of the period for optimum learning.

The Primacy-Recency Effect as described by Dr. David Sousa shares that information presented at the beginning (Primacy) and end (Recency) of a learning episode tends to be retained better than information presented in the middle of a lesson. He shares that Ideally, the majority of new information in a lesson should be presented during the first Prime-time, taking advantage of students' ability to easily remember information. Students can be likened to a sponge during this time, readily able to absorb knowledge.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$145,000
Budgeted Expenditures in SFY 2023	\$300,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$445,000</u>

Status

Approved

Line Item Comment from KSDE

This expenditure was deemed ineligible for the reason that there is no COVID tie explained.

Allocation Type

Direct Allocation

Is this 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 - Instruction - Extra Duty

Account Number

74-E-1000-191

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

Summer Learning Opportunities for Students K-12, Over 80 certified staff, as well as many classified support 20+), serving more than 500 students each week throughout the summer.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$150,000
Budgeted Expenditures in SFY 2023	\$300,000
Budgeted Expenditures in SFY 2024	\$300,000
Total Expenditures	<u>\$750,000</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: 260-3-0077

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Instruction - Supplies

Account Number

74-E-1000-610

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Supplies to assist in learning loss District Wide, the majority of this is a supply allocation for summer learning opportunities. Staff brings their ideas for their various Project Based Learning opportunities with a supply budget. Supplies are provided so students are not put the burden of purchasing supplies for the summer learning opportunity.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$100,000
Budgeted Expenditures in SFY 2023	\$50,000
Budgeted Expenditures in SFY 2024	\$50,000
Total Expenditures	<u>\$200,000</u>

Status

Approved

Line Item Comment from KSDE

Justification: Clarification – Please provide additional information explaining specifically what will be purchased through this expenditure and how it is due to COVID-19.

Line Item ID: 260-3-0078

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Software

Account Number

74-E-1000-653

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

Software renewals for items needed due to the pandemic and remote learning, not limited to the following: Zoom, SeeSaw, Instructure (Canvas) Lockdown Tool, MakeMusic, Kami, Citrix expanded licenses for students to login remotely, ScreenCastify, PearDeck, Overages for Acellus learning to assist in student catchup, Cardonex Scheduling Software, all software was purchased using ESSER funds previously, these renewals are the continuation of items needed due to COVID 19.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$40,000
Budgeted Expenditures in SFY 2023	\$200,000
Budgeted Expenditures in SFY 2024	\$125,000
Total Expenditures	\$365,000

Status

Approved

Line Item Comment from KSDE

Clarification: As stated, these are "renewals" and were all of these programs purchased with previous ESSER funds so this is a continuation? Were any of these programs provided (and purchased) prior to the current COVID-19 pandemic through other funding sources?

Line Item ID: 260-3-0079

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Extra Duty

Account Number

74-E-1000-191

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

Additional tutoring, both in-person and remote to help with student learning loss, times vary either in the morning before school or after school depending on staff availability.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$15,000
Budgeted Expenditures in SFY 2023	\$20,000
Budgeted Expenditures in SFY 2024	\$20,000
Total Expenditures	<u>\$55,000</u>

Status

Approved

Line Item Comment from KSDE

Clarification: Please provide additional information as to when the tutoring will be provided. Is this during the school day and additional staff provided, or during non-school hours and provided through additional pay to staff members?

Line Item ID: 260-3-0080

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 NameESSER III - Business Ops - Emp
Medicare**Account Number**

74-E-2510-222

Function Code

2510 - Fiscal Services

Object Code222 - Medicare - Employer's
Contribution**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**

Benefits for the Aide to COVID Coordinator on line 74. - Please advise either by responding to my email on April 29, May 9, or May 11, or in this application how this is ineligible? We have had an Assistant to the COVID Coordinator the last two years using ESSER II, how is it now ineligible?

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$637
Budgeted Expenditures in SFY 2024	\$675
Total Expenditures	<u>\$1,312</u>

Status

Approved

Line Item ID: 260-3-0085

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - HS - Social Security - DHS

Account Number

74-E-2100-220

Function Code

2100 - Support Services (Students)

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

Benefits for The School Counselor on line 84.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,250
Budgeted Expenditures in SFY 2024	\$5,513
Total Expenditures	<u>\$10,763</u>

Status

Approved

Line Item ID: 260-3-0086

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - HS - Medicaid - DHS

Account Number

74-E-2100-222

Function Code

2100 - Support Services (Students)

Object Code

222 - Medicare - 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

Benefits for The School Counselor on line 84.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,125
Budgeted Expenditures in SFY 2024	\$1,181
Total Expenditures	<u>\$2,306</u>

Status

Approved

Line Item ID: 260-3-0087

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - HS - Unemployment - DHS

Account Number

74-E-2100-250

Function Code

2100 - Support Services (Students)

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

Benefits for The School Counselor on line 84.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$750
Budgeted Expenditures in SFY 2024	\$788
Total Expenditures	<u>\$1,538</u>

Status

Approved

ESSER III APPLICATION FOR D0272

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>
Waconda	708 Locust, Cawker City, KS 67430	Box 326, Cawker City, KS 674300326
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Jesse Janssen	jesse.janssen@usd272.org	(785) 781-4328

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Jesse Janssen	Superintendent	jesse.janssen@usd272.org	(785) 781-4328

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

https://www.usd272.org/pages/uploaded_files/USD%20272%20District%20Safe%20Return%20To%20In-Person%20Instruction%20Plan.pdf

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

USD 272 plans to use the ESSER III funds to help implement prevention and mitigation strategies to help students learn in a safe environment by enlarging classroom space to provide greater social distancing opportunities, adding additional learning spaces to allow for more spacing of students and one-on-one learning space for closing learning gaps, as well as making cleaning and sanitization a priority. An elementary aide has been added for at least the next three years to allow for our largest elementary classes to be split into smaller groups when working with those students and to space them out due to Covid protocols. This also allows the elementary teachers to work with our students that have fallen behind academically in the elementary school in both math and reading.

Mental health during the pandemic has suffered at USD 272 with students. The social emotional needs include loss in social skills and growth in mental health needs that the COVID pandemic has created. The social-emotional tools and information purchased will allow students to receive extra social-emotional support from their classroom teachers as well as the school Social Worker. Summer Enrichment school has been added to give elementary and junior high students some normal activities during the summer as well as provide focused interventions and practice on key academic learning gaps that have occurred due to the Covid pandemic.

Our school district has focused on adding one-to-one technology for students and staff in order to meet the many learning needs that have arisen due to Covid like remote learning for students/staff who are quarantined, providing student-specific remediation and learning software for students that helps to close learning gaps like Lexia and MobiMax which are both part

of our ESSER plan. The technology allows our teachers to communicate with not only their students in a remote learning setting, but it also opens up a world of resources of speakers from around the world. All of this technology requires maintenance, setup, and troubleshooting which is why we have hired a tech person on a stipend basis to take care of the extra load of technology work needed to maintain our devices. Although Covid was the reason for a lot of these devices to be put in place, they have benefited our staff and students in the learning process and will continue to be explored for more learning opportunities beyond Covid.

We know that social distancing is a key defense against Covid so we have two remodel projects in our ESSER III plan that add a learning space in our Jr/Sr High School and our Elementary School so that we can space students and staff out and allow for locations in which students can receive more one-on-one interventions and help to close learning gaps. Additionally, We will have the ability to offer an all day PreK program for our 3 and 4 year old students who have suffered academic losses due to many of them staying at home over the last year or two instead of attending school due to Covid. This all day program opportunity will allow our teachers to not only focus on the academic skills that need to be improved, but it will also allow them to focus on crucial social-emotional learning skills that are lacking due to the lack of much social interactions because of Covid.

A classroom expansion project is also in our ESSER plan so that we can enlarge the smallest classroom in our elementary school to be more in line with all of the other elementary classrooms. By doing so, we will be able to better social distance students in the classroom which can not be done effectively now due to its small size. The next three to five years show increase numbers for each grade level, and the current size of the classroom would not allow for such numbers to be spaced to follow Covid protocols.

Air quality and filtration is another area of concern that we have due to Covid and other infection diseases. Part of our ESSER plan addresses air quality and filtration by replacing our oldest HVAC units in our Jr/Sr High and Elementary Schools with units that bring in fresh air and that can utilize the higher MERV filters to effectively filter out viruses and bacteria that can't be used in our current HVAC systems. There are also boiler systems that are used in both buildings that we would like to replace as much as possible so that we can have HVAC units that circulate and filter the air while bringing in fresh air. There is no movement of air in the boiler heated classrooms so this would be a massive improvement for mitigating Covid and infectious disease.

Another air quality project that our ESSER plan contains is the removal and replacement of glass block windows in our elementary school. These glass blocks are the primary window source for many of the classrooms which makes fresh air and air flow much more difficult to accomplish with windows that do not open. Our plan includes replacing those glass blocks with sliding windows that have screens which will allow for more natural light to enter the classrooms, and it will allow the teachers to open the windows to allow fresh air to enter the classrooms which will improve air quality in these classrooms.

Finally, our ESSER plan includes incentive pay for staff for two main purposes. First, the incentive pay will be used to attempt to retain staff after two years of stress and additional duties. Second, the incentive pay will help to compensate staff for the additional duties that they perform and will continue to perform as we move into next school year due to Covid mitigation protocols. These extra duties occur for teachers and classified staff and include, but are not limited to the following: additional cleaning and sanitizing, mask distribution and inventories, Covid contact tracing in the classrooms, providing remote learning for students who are quarantined due to Covid, determining and closing learning gaps for students in all grade levels, maintaining technology devices for all staff and students, and more. This incentive pay would only be a few hundred dollars per staff member, but it means a great deal to recognize the amount of work staff have taken on to keep students in school and to maintain a strong academic program in our schools.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

In developing our ESSER plan, we conducted a survey and hosted a focus group with student leadership (STUCO) to determine their highest levels of need for pandemic related instruction and support.

HVAC units were discussed with the students as a safe practice in how to deal with the air filtration and fresh air infusion for COVID 19 and other airborne infections. The addition of classroom support staff to keep lower numbers in large classes and to provide more small group and individualized work was discussed, as well as technology for Remote Learning, individual learning, and connectivity issues. PPE equipment and the importance of the equipment were discussed, and the remodeling of unused space and expansion of classroom space to spread students out for Covid protocols was also discussed. The students were in agreement that these measures needed to happen. Surveys were given, and suggestions taken as well.

I want to note that the students brought up the topic of incentive pay for staff. They recognized how hard staff have been working, how much more they have to do (teachers and classified staff), and asked what can we do to compensate them for all of their hard work. Incentive pay was discussed with the students, and they were very supportive of adding incentive pay to the ESSER plan.

The following supports received the most interest from our students:

- Additional help for teachers
- E-Sports program
- Summer Success program
- After School program
- Additional Science supplies to expand grades 6-8 labs
- Updating HVAC systems for fresh air and circulation
- Incentive Pay for Staff

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

Note: All Jr and Sr High Students had access to the survey that was given. The Student Council members from the Jr/Sr High School met to initially discuss the district's ESSER plans, ask questions, give feedback, etc. Then we circled back to iron out more details which is when students had feedback from their peers that trying to come up with a way to compensate the teachers for their hard work became a topic of concern for the students. They wanted to make sure the staff were taken care of. The students also gave feedback on some learning areas in school so that there were places that students could study, work on assignments, etc.

The teachers at the elementary schools talked with their students about some of the ESSER plans and projects and received feedback from their students. Some questions were asked, but it was more of a general provision of information with some excitement and positive comments from the children.

Parents were also involved in this subgroup with a notification sent to ALL parents that they could also take the survey and provide feedback on our ESSER plans. Literally all of the families involved in our PreK-12 programs were emailed the survey, and notified that they were provided an opportunity to give feedback on our ESSER Plan.

Families

We have worked closely with our families in developing our ESSER support plan. We have conducted parent/community surveys (sent to ALL parents of students in our district plus community members), met with our Parent Site Councils, and have also engaged our building and district leadership teams. Through those surveys and conversations, all of the ESSER support plan items were supported; however, it was clear that parents are most interested in the seeing the following items show up in our ESSER plan:

- Update the old HVAC Systems (80.6%)
- Tech Support for Maintaining all of the district Chromebooks and Laptops for Staff & Students (52.8%)
- After School Program (44.4%)
- Additional Support in the Elementary Classrooms to Close Learning Gaps (41.7%)
- District-Wide Communication Platform (41.7%)
- Remodel Unused Spaces to Provide Additional Learning Space (41.7%)
- Remove Glass Block Windows and Replace with Slider Windows for Fresh Air (41.7%)

Summer school and summer enrichment were large topics at these meetings. As the district took a look at potential learning losses with students over the Pandemic. The addition of support staff to keep lower numbers in large classes were discussed, as well as technology for Remote Learning, individual learning, and connectivity issues. PPE equipment and the importance of the equipment were discussed, and the addition of extra learning space to spread students out was discussed. The families were in agreement with these topics and actually brought these topics in for conversation as well. All families were given the opportunity to attend meetings or to share information digitally with the district.

You will see that these suggestions from parents are reflective in the plan we developed.

School and District Administrators including Special Education Administration

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district level. These meetings have included a review of survey and focus group data from our various special population groups. Administrators also met with staff and students to determine needs and focus of the ESSER plan. As a result of these meetings, the following have been determined as most important to address in our district:

- Update the old HVAC Systems
- After School Program
- Additional Support in the Elementary Classrooms to Close Learning Gaps
- Remodel Unused Spaces to Provide Additional Learning Space
- Remove Glass Block Windows and Replace with Slider Windows for Fresh Air
- Update Computer Lab at the Jr/Sr High with E-Sports Program Addition

This group met at sit-down and in-person meetings. We have three building principals, one social worker, one counselor, the superintendent, and one Special Education Director (for the Coop). Learning loss and safety mitigation were the primary focus of these meetings. Feedback from staff and community patrons was brought by administrators to discuss at these meetings as well.

You will see that this information plays a prominent role in our ESSER plan.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups including: staff, students, parents, administration and other organizations. Our plans are reflective of those various conversations. Highlights of these collaborative conversations include:

- Discussion of our district and building needs with our local teachers association and receiving feedback from them
- Discussing the staff and student needs and opportunities that could be addressed with the ESSER plan with staff at teacher in-services
- Discussion of program opportunities, facility updates, and learning programs with STUCO and teacher representatives
- Discussion of classroom expansions and after school/summer success opportunities with our Building Leadership and District Leadership Teams

*During discussions with the various groups listed above, it was clear that the schools need more space for student learning and one-on-one assistance.

*It was clear that staff and students want more fresh air and circulation in the classrooms.

*It was clear that we need other activities or programs that could focus on team-building, leadership, and social-emotional growth that were not sports programs so that our students who do not go out for sports have these growth opportunities (E-Sports program).

*Finally, it was clear that after school and summer success programs must be utilized to continue to close learning gaps and get students on track for grade level, age, and subject area learning targets. Additionally, some benchmarking and assessment programs were needed in order to better determine student learning gaps.

Tribes

While our student information system (GoEdustar) did not indicate we had any tribal students in our district, we reached out to the following tribes in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of Native American students:

- Cheyenne and Arapaho Tribes
- Wichita and Affiliated Tribes (Wichita, Keechi, Waco & Tawakonie)

We emailed and called contacts (left messages) from these tribes and provided the opportunity to take a survey on our ESSER plan. While we did not hear back from anyone, we have still implemented the following supports which we believe will benefit Native American students dealing with Covid and the pandemic:

- Update the old HVAC Systems
- After School Program
- Benchmark Assessments and Programs to Determine Student Learning Gaps
- Additional Support in the Elementary Classrooms to Close Learning Gaps
- Remodel Unused Spaces to Provide Additional Learning Space
- Remove Glass Block Windows and Replace with Slider Windows for Fresh Air
- Update Computer Lab at the Jr/Sr High with E-Sports Program Addition
- Summer Success Program

You will see that this information plays a prominent role in our ESSER plan.

Civil Rights Organization including Disability Rights Organizations

We reached out to the civil rights in our area with a survey to seek feedback regarding suggestions to best meet the needs of our students. We received responses from the following groups:

- Child Advocacy & Parenting Services
- Big Brothers Big Sisters
- Kansas Human Rights Commission

These groups gave positive feedback on our ESSER plan and all of its items, and they felt that these items were very good for our district:

- After School Program
- Benchmark Assessments and Programs to Determine Student Learning Gaps
- Additional Support in the Elementary Classrooms to Close Learning Gaps
- Remodel Unused Spaces to Provide Additional Learning Space
- Summer Success Program

We visited and discussed ways to address learning loss for all students and it was decided that offering extra help would meet the needs of all students that were suffering from learning loss. Summer school and Afterschool opportunities were a part of these discussions, extra support staff were hired to split up large classes so that smaller groups and more one-on-one learning could take place in these classes.

Our district has a small % of minorities and disabled students.

Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

We reached out to the organizations in our area with a survey to seek feedback regarding suggestions to best meet the needs of our students that represent the various subgroups. We received responses from the following entities:

- School Homeless Liaison
- Special Education Coop Director
- Special Education & Title Services Consultant from KSDE
- St Francis Ministries

From the feedback received, these are the top areas of our ESSER plan that these groups felt were top priority:

- After School Program
- Benchmark Assessments and Programs to Determine Student Learning Gaps
- Additional Support in the Elementary Classrooms to Close Learning Gaps
- Remodel Unused Spaces to Provide Additional Learning Space
- Summer Success Program

Every family of students in our district were sent the survey link and the ability to give feedback directly to the schools. This includes all of our special populations like migrant students, children in foster care, English Learners, students with disabilities, etc. Although we have a very small percentage of special population students (around 5 or fewer students out of over 315 in our district--not counting Special Education), we communicated with ALL parents in their preferred method of communication (email, text, social media, paper copy, etc.) to ensure that ALL students and their families had the ability to give their input on our ESSER plan.

After visiting with representatives and families from these groups, it was decided that another aide would be hired at the Lakeside Elementary School. This hire would make it easier to help our At-Risk population have more support as we address any type of learning loss during the pandemic. The addition of extra learning spaces and pull-out areas for students with learning needs or learning loss due to the Covid pandemic was also supported because it would help all students.

Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students.

Provide the public the opportunity to provide input and take such input into account

We sent a survey out to ALL parents of students in our district. We also put the survey on our website, mentioned it at our board meetings, and sent it out on our Facebook pages for PreK-12 in order to have as many patrons take the survey as possible. Below is some wording that was included (not counting conversations and meetings) with our surveys to better help everyone know what we were doing.

Elementary and Secondary School Emergency Relief III (ESSER III) funds are being provided under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2 enacted on March 11, 2021. The purpose of ESSER III is to address the impact of the COVID-19 pandemic on students by mitigating learning losses, supporting social-emotional needs, and ensuring safe in-person learning for students. USD 272 will submit an application for ESSER III funds to the Kansas Department of Education which must include input from a variety of stakeholders on how best to use these funds. Your input, along with other stakeholder feedback, will impact how ESSER III funds are spent across the school district. Please take a few minutes to provide your feedback. Thank you in advance for your participation and input.

After the survey was given, we met with most of our same stakeholder groups to go over results and get final input. We discussed our results with STUCO, Site Council, our school admin team, the school board members, teachers, our local teacher association, our Building and District Leadership Teams, our KESA team, and parents.

The feedback was very positive from the survey, and the stakeholder groups were supportive of the survey results. This just reinforced the fact that our ESSER plan is on the right track and supported by our community. Additionally, the outside stakeholders like Civil Rights and Homeless/Foster Care, and Special Education were all very supportive of our endeavors and were excited for us to get started with these plans.

As a result of the surveys and meetings, the following have been determined as most important to address in our district:

- Update the old HVAC Systems
- After School Program
- Benchmark Assessments and Programs to Determine Student Learning Gaps
- Additional Support in the Elementary Classrooms to Close Learning Gaps
- Remodel Unused Spaces to Provide Additional Learning Space
- Remove Glass Block Windows and Replace with Slider Windows for Fresh Air
- Update Computer Lab at the Jr/Sr High with E-Sports Program Addition
- Summer Success Program

Our ESSER plan process and communication gave the public assurances that the school district was providing the best available resources to the classrooms for COVID 19 safety precautions. The local communities of our school district (Glen Elder, Cawker City, Downs, and Tipton) have been very supportive of our Covid mitigation efforts and are thankful for all of the thought that has gone into our ESSER plans to do what is best for kids (academically, social-emotionally, and Covid safety).

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD 272 has documented many things through the Covid 19 pandemic. The district has seen learning loss during the pandemic with students not being in person. These include academic losses, behavioral needs, and student losses (students that went to online learning that did not come back to in-person learning). Direct numbers are hard sometimes to correlate as academic losses and social emotional needs can go up and down during a normal school year. Local assessments do show gaps in math and reading throughout K-12. MyIGDI's show greater delays in our early childhood compared to previous years. The district's current PreK-12 students have been impacted with many students who are in need of academic and social emotional skills remediation. The district will continue to work with these students and will do the necessary remediation to catch the students back up to prior levels of success that the district sought with their students. Our staff care a great deal about our students, and it is our top priority to ensure that these children do not have to suffer academically in the long term due to the Covid pandemic.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

Using the both the data we collected from our stakeholder engagement process and a review of our student performance data, we have identified the following evidence based practices to implement that utilize a minimum of 20% of our ESSER III funds:

USD 272 plans to conduct a two-three week summer success program for the next three summers to allow students (K-12) to have time and opportunities that they did not have during the pandemic summers to close learning gaps and reinforce core concepts. The district will provide summer remediation for all necessary needs of students in both regular education and special education.

The district will also offer an after-school program for 3rd through 8th graders. This program runs on regular school days until 5:00 pm Mon-Fri. The focus of the afterschool program is to ensure students stay caught up on their daily work and to work on reinforcing concepts that students struggle with. By utilizing the summer success and afterschool programs, we believe that our teachers and support staff will be able to reduce, if not eliminate, the learning gaps that have occurred due to Covid.

Additionally, we have added evidence based programs like MobiMax and Lexia and Lexia Power Up to our resources through our ESSER plan so that we can not only identify learning loss and gaps, but we can also focus on addressing those academic needs.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

USD 272 plans to use the remaining dollars to hire extra staff to meet the needs of students. Social emotional and academic losses are the main priority of these staff members. Safety precautions are also a priority of these dollars to keep students in smaller class sizes so that social distancing can be done to safely have in person school. Sanitization and air quality are also key in keeping school going. Cleaning measures have greatly stepped up during the school day and extra cleaning after school compared to prior years. HVAC systems that do not have good air quality or fresh air circulation would be replaced to allow for proper air circulation, fresh air, and proper air filtration. Technology will be purchased/maintained as well with these dollars to keep individual units for students so they are not sharing and passing germs back and forth or for remote learning for quarantined students/staff as needed. Removing old glass block window systems in the elementary school to replace them with slider windows is another air quality project we would like to complete. This would allow for fresh air into the classrooms and more natural lighting. Currently, the glass block system does not allow teachers to open any windows for fresh air. Increasing communications with parents is a focus for our district due to the Covid mitigation and coordination efforts we have established. Adding SeeSaw district-wide will allow one communication platform for all parents to use to communicate with teachers and visa versa (2 way communication). It also allows for sharing of documents, student work, etc. Finally, our ESSER plan includes staff incentive pay for all of the extra duties that they have taken on due to Covid and our protocols. Our students recognized the massive undertaking that our teachers and classified staff have handled, and they wanted to see them compensated for their hard work. The district will continue to encourage safety protocols and encourage personal safety choices during the pandemic.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

USD 272 will continue to use practices that we found to be successful during the pandemic time. Practices that have not been successful will not be continued. Retaining staff so that social distancing, cleaning, sanitizing, and general operations are a huge necessity during this time. Dollars will be used to help incentivize during this time for this purpose.

Academic and Social-emotional gaps will be monitored and assessed periodically in order to ensure that we are making progress to close those gaps for all students. Stakeholder groups will be communicated with periodically to get their feedback on our program implementations to see what issues or insights they may have. Changes can then be made to address any concerns, issues, etc.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$536,842	\$0	\$536,842	ESSER III Allocations	\$107,369
Approved Total	\$205,202	\$0	\$205,202	Approved Total	\$167,602
Amount Left	\$331,640	\$0	\$331,640	Amount Still Needed	\$0
In Review Total	\$331,640	\$0	\$331,640	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
272-3-0022	Direct	False	1000	110	12	\$52,000	Task Force Review
272-3-0023	Direct	False	1000	610	1D	\$36,000	Task Force Review
272-3-0024	Direct	False	1000	110	12	\$107,579	Task Force Review
272-3-0025	Direct	False	1000	110	12	\$136,061	Task Force Review
272-3-0001	Direct	True	1000	120	12	\$75,000	Approved
272-3-0002	Direct	True	1000	735	9	\$850	Approved
272-3-0003	Direct	True	1000	735	9	\$325	Approved
272-3-0004	Direct	True	1000	110	11A	\$9,000	Approved
272-3-0005	Direct	True	1000	734	11B	\$30,000	Approved
272-3-0006	Direct	True	1000	110	11B	\$15,000	Approved
272-3-0007	Direct	True	1000	735	10	\$322	Approved
272-3-0008	Direct	True	2590	120	2	\$2,000	Approved
272-3-0009	Direct	True	1000	735	9	\$3,000	Approved
272-3-0010	Direct	False	1000	735	9	\$1,600	Approved
272-3-0011	Direct	True	1000	735	9	\$7,380	Approved
272-3-0012	Direct	True	1000	600	12	\$725	Approved
272-3-0013	Direct	False	1000	150	2	\$24,000	Approved
272-3-0019	Direct	True	1000	120	12	\$12,000	Approved
272-3-0020	Direct	True	1000	120	12	\$12,000	Approved
272-3-0021	Direct	False	1000	644	9	\$12,000	Approved

Line Item Details

Line Item ID: 272-3-0022

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 Relief-Salaries

Account Number

54-1000-110-00

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

We lost our K-12 Vocal Teacher at the start of Covid-19, and we did not replace that position during the 2020-2021 school year. We would like to bring back this position to decrease student numbers in all of the Music classes so that we can allow students to take this Fine Arts class once again and to close the learning gaps that have occurred due to the Vocal instruction lost over the last school year. Additionally, it would allow us to spread students out to maintain social distances due to Covid-19 protocols.

This is a carry over expense that we wish to keep from our ESSER II Application that was approved. The SYF 2024 includes the salary for the 2023-2024 school year and July 2024 through September 2024 as ESSER III allows.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$52,000
Total Expenditures	<u>\$52,000</u>

Status

Task Force Review

Line Item ID: 272-3-0023

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 Relief-CTE-Related Supplies

Account Number

54-1000-610

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

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

USD 272 has joined with three other school districts to create NCKC4 (North Central Kansas Consortium of 4) to focus on expanding Career and Technical Education (CTE) learning opportunities for our students. This expense is for purchasing CTE supplies and training for our CTE staff to use within their CTE courses in order to provide more hands-on, real-world application of the concepts learned. Additionally, our four districts working together allows learning opportunities and exposure to our students that they would normally be able to receive otherwise.

Supplies purchased can include, but are not limited to the following: Snap-On Multimeters, Dremel 3D Printers, Software for Data Analysis, etc. By purchasing these supplies, our students will not have to share the devices/equipment with the other districts which will help to mitigate the possibility of spreading Covid.

Covid has also hurt our Career and Technical Education students due to decreased hands-on learning, decreased industry partnerships and exposure, and decreased real-world application of skills learned. Now we are able to use these expenses to assist educators in meeting students' academic needs by providing the hands-on learning, working with industry partners, and increasing real-world application of skills to close learning gaps and to catch our students up to where they should be as far as post-secondary preparedness. Additionally, the supplies mentioned allows us to still include students in the learning process if they need to go remote learning due to Covid. They would be able to take the items home with them, use them just like the students in class (with instructor guidance via Zoom), and then return the items to school when they return (sanitizing the items upon return). Finally, the students will be able to earn industry recognized certifications when they take assessments in Data Analytics, 3D Printing, and Multimeters which again helps to prepare them to be post-secondary ready and bring them back up to par with everyone else. We will not allow Covid setbacks to prevent our students from being successful citizens with rewarding careers.

Additional expenses include the purchase of a trailer to haul the supplies/equipment to the different school buildings so that the students can use them, professional advisory services to help us update and better our Career and Technical Education programs so that more hands-on pathway courses are available to our students. Finally, some of the cost is devoted to Professional Development for our CTE staff to be trained on the devices/equipment so that they can be a Train the Trainer and test our students with the official industry recognized assessments mentioned above.

The SFY 2024 includes money for the purchase of supplies, training, professional services, etc. for the 2023-2024 school year and from July 2024 through September 2024 as ESSER III allows.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$16,000
Budgeted Expenditures in SFY 2024	\$20,000
Total Expenditures	\$36,000

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

ESSER Relief-Salaries

Account Number

54-1000-110-00

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

We had started a STEM program in our district a few years back (semester prior to Covid). Covid changed how we were able to still provide STEM, and we would like to continue to provide STEM classes for our elementary and secondary students. In order to provide these hands-on learning experiences in the STEM fields, we would like to cover this position for the 2022-2023 and 2023-2024 school years with ESSER III funds. These courses are crucial for our students to close Science and Math learning gaps and to reinforce concepts learned in the general education classes.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$52,995
Budgeted Expenditures in SFY 2024	\$54,584
Total Expenditures	<u>\$107,579</u>

Status

Task Force Review

Line Item ID: 272-3-0025

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 Relief-Salaries

Account Number

54-1000-110-00

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

We started an Art program at our elementary school during Covid to spread students out and to provide hands on learning and enrichment. Covid changed how we were able to still provide Art at our elementary school, and we would like to continue to provide Art classes for our elementary students. In order to provide these hands-on learning experiences, we would like to help cover this position with ESSER III funds. These courses are crucial for our students to spread general education classes out into another special course (Art), to increase creativity and hands-on learning, and to expand elective opportunities in the Arts to elementary students. The SYF 2024 includes the salary for the 2023-2024 school year and July 2024 through September 2024 as ESSER III allows.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$62,000
Budgeted Expenditures in SFY 2024	\$74,061
Total Expenditures	<u>\$136,061</u>

Status

Task Force Review

Line Item ID: 272-3-0001

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER Relief-Non-Certified Salaries

Account Number

581000120

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Elementary Aide to work with the largest classes in K-5 so that we can spread students out and decrease learning losses (closing learning gaps) due to Covid and the learning loss that it created. This aid will allow the teachers to work on students' individual learning needs to close learning gaps.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$25,000
Budgeted Expenditures in SFY 2023	\$25,000
Budgeted Expenditures in SFY 2024	\$25,000
Total Expenditures	<u>\$75,000</u>

Status

Approved

Line Item ID: 272-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER Relief-Technology-Related Software

Account Number

581000735

Function Code

1000 - Instruction

Object Code

735 - Technology -Related Software

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Heinemann Benchmark Assessment System 1 & 2 to assess student learning loss due to Covid and the learning losses it caused so that discovered learning gaps can be closed. Our reading specialist will use these assessments to determine reading loss and/or target goals for students to close reading gaps.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$850
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$850</u>

Status

Approved

Line Item ID: 272-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER Relief-Technology-Related Software

Account Number

581000735

Function Code

1000 - Instruction

Object Code

735 - Technology -Related Software

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Pearson Gray Oral Reading Test to assess student oral reading skills and/or deficiencies. This test will be used by the Reading Specialist to assess student oral reading learning gaps cause by Covid and learning losses that took place. Reading strategies can then be put in place to close these learning gaps.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$325
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$325</u>

Status

Approved

Line Item ID: 272-3-0004

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER Relief-Salaries

Account Number

581000110

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer Success Program to be held each summer for grades K-12 to close learning gaps due to Covid and the learning loss that took place. This will pay for teachers to work with small groups of students who have learning gaps in any subject area in order to close those learning gaps during the Summer Success Program.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$9,000
Total Expenditures	<u>\$9,000</u>

Status

Approved

Line Item ID: 272-3-0005

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account NameESSER Relief-Technology-Related
Hardware**Account Number**

581000734

Function Code

1000 - Instruction

Object Code

734 - Technology -Related Hardware

Allowable Use11B - Planning and implementing
supplemental after-school programs.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Updating Business/Technology classroom computers. This will provide updated computers and software for all Business and Technology classes so that students can interact with their peers in class and remotely if necessary (Zoom, Google Meet, etc.).

We are looking at a lab of 20 desktop computers with Office and Adobe Suite that will be able to handle the work load needed for students as well as provide a learning space for students who might attend After School so that there are computers that have the necessary programs and power to handle any classwork, student-centered MTSS programs, coding projects, etc. The current computers are over 6 years old, have 2 gigs of ram, and are not able to sync students and their work with remote learning. Additionally, the students are not able to utilize the most up-to-date software due to the major limitations that the current desktops have.

Students will have access to these new computers during the Business/Technology classes, and there will be availability for students who are not in these classes during daily Seminar and/or after school. This these new devices, we will be able to focus on learning needs and learning gaps through our Acellus program, and the computers will be able to handle this streaming service so that student learning needs can be effectively met with 21st Century tools. We have opportunities for closing learning gaps in PreK-8, and this addition of technology will allow there to be effective tools used to help teachers close learning gaps at the high school level as well.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$30,000
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$30,000

Status

Approved

Line Item Comment from KSDE

After considering additional information, it is determined this item to be ineligible. The additional information did not provide evidence that E-Sports is an effective social emotional and student engagement program for improving student outcomes.

Line Item ID: 272-3-0006

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER Relief-Salaries

Account Number

581000110

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

After School Program throughout the school year to close learning gaps for students due to learning loss caused by Covid. Teachers work with students individually to catch up on work, close learning gaps, and form a positive relationship with the students in order to create learning trust as they move forward with addressing skills and abilities that students are struggling with.

Clarification:

Our After School program is offered for grades 3-8 on all regular school days from 3:35 pm to 5:00 pm. We have one teacher who covers the 6-8 grades and 2 teachers who cover the 3-5 grades each night. Teachers rotate these positions throughout the year so there are around 4 teachers that rotate covering the 3-5 grades and 3 teachers that rotate covering the 6-8 grades for After School.

Any student can come to After School to get help on homework, study for tests, go over concepts to better understand the information, etc. The teachers for grades 3-8 also reach out to parents of struggling students to ensure that these students are able to attend After School so that they can work with them on catching up on work, retaking tests, closing learning gaps, etc. At any given time, there are approximately 15-30 students attending After School between grades 3-8 with some days having more children and some days having less children attending.

Teachers receive \$40 per night for covering the After School program. This means that three teachers covering After School costs the district \$120 per night in extra salaries. Although there are some nights that we do not have After School throughout the year, we do have it a majority of the 163 school days (at least 150 days). Thus, \$120 x 150 After School nights comes to \$18,000 (not counting extra payroll costs that the district covers on these salaries as well). We allocated \$15,000 of our ESSER III to help cover these expenses to close learning gaps and ensure student success across our district.

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

Approved

Line Item Comment from KSDE

Could you provide information as to how you calculated this cost? e.g. #of teachers, daily rate/hourly rate, etc., and about how many students you expect to serve with this program?

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER Relief-Technology-Related Software

Account Number

581000735

Function Code

1000 - Instruction

Object Code

735 - Technology -Related Software

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

Zones of Regulation Posters for classrooms and Zones: Tools to Try for teachers to use with their students. These social-emotional tools and resources will be used to close social and emotional learning gaps caused by Covid and the lack of socialization during that time. There are many students who need to strengthen these social-emotional skills, and these resources will help to address this need.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$322
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$322</u>

Status

Approved

Line Item ID: 272-3-0008

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER Relief-Non-Certified Salaries

Account Number

582580120

Function Code

2590 - Central Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

2 - Coordination of COVID-19 preparedness and response efforts.

Please describe the expenditures within the account and how they will address a COVID-19 need

Tech Support Assistance to set up and maintain all of the devices that the school district has in place (1 to 1 for K-12). Due to the addition of laptops, Chromebooks, and iPads to meet technology needs due to Covid and the remote learning that it has caused, our district needs additional tech support to stay on top of all of these machines. Without these devices being available and up-to-date, students would not have consistent access to learning which would increase learning gaps that are already there due to what Covid has caused already. Thus, this will help to not only close current learning gaps through the use of technology, but it will also help to prevent learning gaps going forward as long as the devices are maintained.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$2,000
Total Expenditures	<u>\$2,000</u>

Status

Approved

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER Relief-Technology-Related Software

Account Number

581000735

Function Code

1000 - Instruction

Object Code

735 - Technology -Related Software

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

MobyMax (district-wide license) to be used to close reading and math learning loss due to Covid and the impact it had on student learning. This software can be used to track student learning and the closing of learning gaps as a student improves over time.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,500
Budgeted Expenditures in SFY 2024	\$1,500
Total Expenditures	<u>\$3,000</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 NameESSER Relief-Technology-Related
Software**Account Number**

581000735

Function Code

1000 - Instruction

Object Code

735 - Technology -Related Software

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

SeeSaw (district-wide license) is a communication platform that allows teachers and parents to have two-way communication with each other on student performance, upcoming events, and any learning goals that are set for students who still have learning losses due to Covid. This platform will allow parents to be more connected to their child's work and successes in school while forming a trust relationship with their child's teacher.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$800
Budgeted Expenditures in SFY 2024	\$800
Total Expenditures	<u>\$1,600</u>

Status

Approved

Line Item Comment from KSDE

This does not qualify under the 20%.

Line Item ID: 272-3-0011

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER Relief-Technology-Related Software

Account Number

581000735

Function Code

1000 - Instruction

Object Code

735 - Technology -Related Software

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Lexia (addition of grades 6-8) to be used to close reading learning loss due to Covid and the impact it had on student learning. This software can be used to track student learning and the closing of learning gaps as a student improves over time. Elementary is already using this program, and the addition of grades 6-8 will only help to create a seamless transition of learning loss and learning gap closure for students from one grade level to the next as teachers work with their students on their reading and comprehension skills.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$7,380
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$7,380</u>

Status

Approved

Line Item ID: 272-3-0012

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER Relief-Classroom Supplies

Account Number

581000600

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Science Supplies for Grades 6-8 Science Lab Expansion. These labs are new additions to the 6-8 Science curriculum designed to create hands-on learning, group collaboration, and to close learning gaps on Science concepts not covered due to Covid and learning losses that occurred.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$725
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$725</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

ESSER Relief-Salaries-Additional Compensation

Account Number

581000150

Function Code

1000 - Instruction

Object Code

150 - Additional Compensation

Allowable Use

2 - Coordination of COVID-19 preparedness and response efforts.

Please describe the expenditures within the account and how they will address a COVID-19 need

Staff Incentive Pay to cover wages for additional duties staff have had to perform due to Covid and mitigation/learning loss policies and programs that have been put in place that are above and beyond the regular duties of both certified and classified staff. This incentive pay would cover the additional compensation for staff members for Fall 2022 semester. Extra duties include, but are not limited to, additional work with students to close learning gaps due to Covid, sanitizing and cleaning protocols due to Covid, working with remote students (due to Covid) as needed to ensure learning continues without any gaps, and all other extra duties that have and will come about due to Covid and how it affects our schools and protocols.

Clarification:

There are 60 staff members (teachers, admin, and classified staff) in our district that cover PreK-12. All of the teachers have had and still have extra duties beyond what their normal contracts ask of them due to Covid. This includes ensuring student distancing in classes, contact tracing when there is an exposure, working with remote learning students who are in quarantine, and closing learning gaps due to the Covid pandemic. All of our classified staff have extra duties beyond what their normal job duties would be due to Covid as well. This includes extra cleaning, sanitizing, PPE sorting, distributing, and inventorying, aides working with students to close learning gaps, etc.

The district decided to provide the same staff incentive pay to help compensate for the extra duties and to hopefully provide an incentive for retention to all staff members. At \$400 per staff member x 60 staff members, we arrived at \$24,000 in ESSER III monies allocated for this endeavor. We believe that this is a small token of thanks and gratitude for all of the hard work and dedication that our staff continues to pour into students and doing what is best for kids.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$24,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$24,000

Status

Approved

Line Item Comment from KSDE

Please provide additional information regarding how this amount was estimated. For example, # of staff @ what rate?

5/9/2022-This does not qualify under the 20%.

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER Relief-Non-Certified Salaries

Account Number

541000120

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

Assistant Teacher to work with students at the Jr/Sr High School utilizing an MTSS model so that we can decrease learning losses (closing learning gaps) due to Covid and the learning loss that it created. This Assistant Teacher will focus on students' individual learning needs to close learning gaps.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$12,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$12,000</u>

Status

Approved

Line Item ID: 272-3-0020

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER Relief-Non-Certified Salaries

Account Number

541000120

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

Assistant Teacher to work with students at the Elementary School utilizing an MTSS model so that we can decrease learning losses (closing learning gaps) due to Covid and the learning loss that it created. This Assistant Teacher will focus on students' individual learning needs to close learning gaps. We have had a lot of substitute teachers stop working in the schools due to Covid so we would also utilize this staff member to help cover classes when the need arises. They would have at least an emergency substitute license so that this can help to ensure students continue their learning when teachers are not able to be present.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$12,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$12,000</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

ESSER Relief-Digital Curriculum

Account Number

54-1000-644

Function Code

1000 - Instruction

Object Code

644 - Textbooks

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

We would update some of our curriculum that is paper-based to a new curriculum that has paper-based resources for on-site learning as well as digital resources for students to access at home. This will allow for remote learners and any child who can't be at school to stay caught up with the curriculum and work by viewing and completing the tasks online.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$12,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$12,000</u>

Status

Approved

ESSER III APPLICATION FOR D0275

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>
Triplains	503 Wilson, Winona, KS 677640097	Box 97, Winona, KS 677640097
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Lamar Bergsten	lamar.bergsten@triplains.org	(785) 846-7869

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Lamar Bergsten	Supt	lamar.bergsten@triplains.org	(785) 846-7869
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Heather Zerr	heather.zerr@triplains.org		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

https://docs.google.com/document/d/e/2PACX-1vSOvtjTP_CKbgt2O0UgDdAsr7H-F2ZddxyRXpkRGjZm5GN60893nwFVmrVhSTPbHK_AHn60eAJaREqH/pub

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

USD 275 Triplains plans to use the funds to help students with learning loss, social emotional issues, and maintain a positive school climate in our rural K-12 school district. We have and will be implementing many strategies to help with learning loss, including a summer enrichment program, updating student and teacher technology, updating educational software, and implementing social emotional strategies across the K-12.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

Student consultation was conducted in two formats, survey and in person groups. 20 students, which is 80% of our 7-12 student body completed a survey and the superintendent met with various groups of students, such as KAY club, Student Council, Freshmen class, Sophomore Class, Junior Class, and Senior Class to discuss issues related to COVID. From these discussions students ideas have been considered in the ESSER application. Information about the survey was sent out on our messaging system and posted on our website. Students ideas included field trips, and student technology. Our ESSER III plan has taken into consideration all of these items.

Families

We sent out an ESSER survey to parents in September 2021 on our parent square messaging system. Information was also posted on the school website. 19 families submitted a response. The categories with the most interest are additional personnel and staff, followed by additional technology and instructional materials. This recommendations are taken into consideration in our ESSER III plan.

School and District Administrators including Special Education Administration

There is only one administrator in the district. The administration sees a need for additional technology along with additional staff if such staff may be located. Our special education department believes students will benefit from extended summer learning opportunities and additional technology. All of this input was used to help develop our plan.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

The superintendent met with all staff to discuss ideas for ESSER funding. We do not have a negotiation process and no teachers' union at USD 275 so the staff meeting produced several ideas including technology and social emotional strategies related to student learning. The group discussed learning loss due to COVID and ways to catch students up both inside and outside the classroom. The teacher input was considered in developing the ESSER III plan.

Tribes

Although the district is unaware of any Tribal residents in the community, we do have 2 students who identify with Native Americans in the district. This family had the opportunity to visit with the superintendent of schools and complete our ESSER III survey. The Kansas Association of Native American Education and the Native American Affairs encouraged us to talk with our local families and provided us with links to the Native American Collaborative which encourages LEAs to address issues of equity, learning loss, social - emotional learning needs, and other critical issues. Through these communications the needs expressed were social emotional programs and field trips. These have all been taken into consideration and are part of our ESSER III plan.

Civil Rights Organization including Disability Rights Organizations

We are a small rural school with an enrollment of 65 students. 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.

We reached out to the Kansas Human Rights Commission and the Kansas Action for Children organization. We shared our plans for use of ESSER III funds and requested input during this consultation. Ruth Glover of the Kansas Human Rights Commission has stated that this organization has not established guidance regarding ESSER III funding. John Wilson of KAC has mentioned retention pay for teachers and staff.

Sent survey to: info@aclukansas.org American Civil Liberties Union of Kansas, Kansas Action for Children (sent link via their website contact page: <https://www.kac.org/contact>). Kansas National Association for Advancement of Colored People (sent via their website contact page <https://kansasnaacp.org/contact/>). This is a copy of the link I sent to them. <https://forms.gle/QfHNrN2fcWX1cqQ98>.

Lastly, we consulted with neighboring school districts and our regional service center for their feedback and input. Our plan reflects all of these considerations.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

We have collaborated with the Northwest Kansas Educational Service Center to ensure that all students with disabilities; Kansas Kids @ GEARUP, Michelle Nicholson and TFI, Rachelle Roosevelt for students in foster care; as well as inviting teachers and parents of these students to meetings and to complete two surveys. Through these communications these representatives felt the following would be beneficial for students: Summer Programs. After School Programs. Social Worker/Counselor Professional development in trauma informed care Transportation 1 to 1 student technology (the top request for ELL) We currently do not have students who are migratory or incarcerated. However, all other groups had respondents and their voices are represented in our ESSER III plan.

Stakeholders representing the listed subgroup populations

Children with IEP/disabilities – four responses

English Learners – none at this time

Children experiencing homelessness – none at this time

Children in foster care – none at this time

Migratory students – none at this time

Incarcerated students – none at this time

Provide the public the opportunity to provide input and take such input into account

The district has received input from various stakeholders in our small rural district. Our district has approximately 70 students in K-12 so there is overlap among the groups. The ESSER III application information was also shared with our board of education, on our website, the district site council, and with the use of our parent reach 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.

USD 275 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 our 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 275 has implemented a "Summer Camp" for students in K-6 in the summer for a pre-start for the year and help maintain what has been learned and eliminate learning loss over the summer.

Our staff researched the following sources to design and implement our summer program.

S. McCombs, J. S., Augustine, C., Schwartz, H., Bodilly, S., McInnis, B., Lichter, D., & Cross, A. B. (2012). Making summer count: How summer programs can boost children's learning. Education Digest: Essential Readings Condensed For Quick Review, 77(6), 47–52. Retrieved from https://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND_MG1120.pdf

Terzian, M., & Moore, K. A. (2009). What works for summer learning programs for low-income children and youth: Preliminary lessons from experimental evaluations of social interventions. Washington, DC. Author. Retrieved from <https://www.childtrends.org/wp-content/uploads/2009/09/2009-41WWSummerLearning.pdf>

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

USD 275 will not only look at the learning loss that has occurred we will also look at the 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 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.

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 FastBridges Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) and the 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	\$116,698	\$0	\$116,698	ESSER III Allocations	\$23,340
Approved Total	\$101,529	\$0	\$101,529	Approved Total	\$18,975
Amount Left	\$15,169	\$0	\$15,169	Amount Still Needed	\$4,365
In Review Total	\$14,000	\$0	\$14,000	In Review Total	\$6,000
Amount Left	\$1,169	\$0	\$1,169	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
275-3-0012	Direct	True	1000	110	11A	\$6,000	Task Force Review
275-3-0013	Direct	False	1000	730	9	\$8,000	Task Force Review
275-3-0001	Direct	False	2620	420	7	\$2,250	Approved
275-3-0002	Direct	True	1000	110	11A	\$6,000	Approved
275-3-0003	Direct	True	1000	122	11A	\$1,500	Approved
275-3-0004	Direct	True	1000	946	12	\$5,000	Approved
275-3-0005	Direct	False	1000	110	12	\$21,000	Approved
275-3-0007	Direct	True	1000	600	11A	\$3,600	Approved
275-3-0008	Direct	False	1000	736	9	\$34,954	Approved
275-3-0009	Direct	False	1000	120	12	\$18,000	Approved
275-3-0010	Direct	True	1000	653	12	\$2,875	Approved
275-3-0011	Direct	False	1000	300	9	\$6,350	Approved

Line Item Details

Line Item ID: 275-3-0012

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

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

We are adding a certified instructor to our summer school session to help with learning loss, this teacher will be focusing on reading instruction with small groups during the summer of 2023 and 2024.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$3,000
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Budgeted Expenditures in SFY 2024	\$3,000
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Total Expenditures	<u>\$6,000</u>
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Status

Task Force Review

Line Item Comment from KSDE

New Line Item

Line Item ID: 275-3-0013

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

CTE Equipment

Account Number

7

Function Code

1000 - Instruction

Object Code

730 - Equipment

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Our district has a newly approved CTE program in agriculture.

We have a newly approved teacher with a CTE license, we have students wanting to take shop classes. Since COVID we have been trying to keep our shop classes smaller, we are requesting additional welders so students do not have to share equipment. Students will be able to explore career possibilities in the field of welding. We will use funds to purchase shop equipment including welders, sanders, and impact drills. The shop equipment will allow students to maintain a safe distance in the shop area.

This program will assist us in retaining students at our rural K-12 school, and provide career preparedness to the students.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$0

Budgeted Expenditures in SFY 2024 \$8,000

Total Expenditures \$8,000

Status

Task Force Review

Line Item Comment from KSDE

New Line Item

Line Item ID: 275-3-0001

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

COVID Supplies

Account Number

7

Function Code

2620 - Maintenance of Buildings

Object Code

420 - Cleaning Services

Allowable Use

7 - Purchasing supplies to sanitize and clean LEA and school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Supplies necessary for protective purposes and sanitation (i.e. antibacterial cleaners and disinfectants, chemical cleaners, drinking fountain cone cups.)

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$750
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Budgeted Expenditures in SFY 2024	\$1,500
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Total Expenditures	\$2,250
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Status

Approved

Line Item ID: 275-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Summer School

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

We have implemented a Summer School session to help with learning loss, we provided this service in the summer of 2022. Plan to provide in the summer of 2023 and 2024.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$3,000
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Budgeted Expenditures in SFY 2024	\$3,000
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Total Expenditures	\$6,000
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Status

Approved

Line Item ID: 275-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Summer Sessions

Account Number

7

Function Code

1000 - Instruction

Object Code

122 - Part-Time Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

The summer school program will provide enrichment and lessons for learning loss to our students. This specific funds will be used to employ paraprofessionals to assist the certified instructors in working with students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$500
Budgeted Expenditures in SFY 2023	\$500
Budgeted Expenditures in SFY 2024	\$500
Total Expenditures	<u>\$1,500</u>

Status

Approved

Line Item ID: 275-3-0004

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

Account Number

5200

Function Code

1000 - Instruction

Object Code

946 - Professional Development

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Staff will be provided with both professional resources, materials, and training focused on addressing student learning loss among sub groups including primary grade students, children with IEPs, and low income students with interventions and remediation.

This will entail attending workshops and purchasing evidence-based materials in order to help primary students, children with IEPs, and low income students who have been identified through our use of screeners and progress monitoring. Training for staff would include, Fastbridge for math, reading, and social emotional, as well as, Standards and Curriculum, Math Literacy, and Phonics and Stem. Funds provided will help offset the costs for bringing in trainers and attending conferences such as USD, KSDE, and KASB workshops.

At this time we are looking at several different STEM conferences to send our elementary and 7-12 staff to attend, then bring information back to the whole group. We are also looking at bringing in Fastbridge training for our staff.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$2,000
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Budgeted Expenditures in SFY 2024	\$3,000
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Total Expenditures	\$5,000
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Status

Approved

Line Item Comment from KSDEConference information provided by district via email: <https://stevespangler.com/conferences-events/stem-conference/>

Line Item ID: 275-3-0005

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Teacher Salaries

Account Number

7

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 10.5 staff at \$1,000 to address additional staffing requirements based on COVID, such as cleaning and student social emotional needs that hinder education in the classroom

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$10,500
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Budgeted Expenditures in SFY 2024	\$10,500
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Total Expenditures	<u>\$21,000</u>
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Status

Approved

Line Item ID: 275-3-0007

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Summer School learning supplies

Account Number

7

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Teaching and academic supplies for summer school program to address learning loss due to covid isolation and remote learning. Examples of needed supplies include STEM project kit for elementary students, art supplies, snacks, and outdoor education materials.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$1,200
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Budgeted Expenditures in SFY 2023	\$1,200
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Budgeted Expenditures in SFY 2024	\$1,200
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Total Expenditures	<u>\$3,600</u>
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Status

Approved

Line Item ID: 275-3-0008

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

Technology - Hardware

Account Number

7

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 and ipads for individual student use at home during quarantine, summer school, and regular to school year due to learning loss.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$14,954
Budgeted Expenditures in SFY 2023	\$10,000
Budgeted Expenditures in SFY 2024	\$10,000
Total Expenditures	<u>\$34,954</u>

Status

Approved

Line Item ID: 275-3-0009

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

Classified Salaries

Account Number

7

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

Provide retention incentive pay for approximately 9 classified staff members at \$1,000 to address additional staffing requirements based on COVID, such as cleaning and student social emotional needs that hinder education in the classroom

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$9,000
Budgeted Expenditures in SFY 2024	\$9,000
Total Expenditures	<u>\$18,000</u>

Status

Approved

Line Item ID: 275-3-0010

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

Technology Software

Account Number

7

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

We will purchase Zspace educational software licenses for our three dimensional computers for our science lab. ZSpace is the leading evidence-based augmented/virtual reality (AR/VR) platform that provides innovative hands-on, experiential learning to improve achievement in science, math and career and technical education.

The software we are purchasing is designed for these specific five computers, the software will assist low socioeconomic students in the sophomore class in learning loss by providing remedial science learning in the area of physical science with an emphasis on Chemistry. The concepts they will be reviewing and catching up on are from junior high school, when the student learning was affected by COVID.

The cost of the software is \$500 per computer with a remote host fee of \$375, for a total of \$2,875.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,875
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$2,875</u>

Status

Approved

Line Item Comment from KSDE

New Line Item

Line Item ID: 275-3-0011

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

Distance Educatoin

Account Number

7

Function Code

1000 - Instruction

Object Code300 - 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**

We will provide distance education to our high school students in order for students to meet the Kansas State Board of Regents criteria. Courses offered will include foreign language, career exploration, and math. The courses will be provided by the ICAN network (Interactive Consortium Academic Network). These courses would otherwise not be available to our students due to a number of hurdles including lack of teacher retention and teacher shortage, both increased by COVID, and geographic location.

The ICAN network is an IDL (interactive distance learning) network that connects students and teachers located in different communities in Kansas.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$6,350
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$6,350</u>

Status

Approved

Line Item Comment from KSDE

New Line Item

ESSER III APPLICATION FOR D0309

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>
Nickerson	4501 West Fourth, Hutchinson, KS 675019131	4501 West Fourth, Hutchinson, KS 675019131
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Curtis Nightingale	cnightingale@usd309ks.org	(620) 663-7141

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Curtis L Nightingale	Superintendent	cnightingale@usd309ks.org	(620) 663-7141

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/1394497/2021_panther-playbook-back-to-school-plan-2021_3_1.pdf

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

We will be using a multi-faceted approach covering several aspects of our operations including Transportation, Facilities, Instruction/Instructional Support, Social-Emotional Intervention Strategies, and Staff Supports.

Transportation

- One, multi-passenger van: We use either larger buses or regular cars/vans to transport students for various school-related activities. The use of a 70+ passenger bus has been effective when transporting students to school or teams to events through our ability to socially distance inside of the larger buses. When transporting smaller groups of students (15 or less) for either IDEA-related activities, or other school-related functions, the buses are impractical and smaller vans and cars do not provide the distance needed to provide safety for students or staff. The purchase of a multi-passenger transit van could serve this purpose and would also allow us to use drivers without CDLs to perform these tasks providing us greater staffing flexibility.
- Food Service Vehicle: Due to food supply chain issues brought on by the pandemic, our food service department is having to spend an inordinate amount of time driving to remote locations to secure the food items necessary to provide daily meals for students and staff. We have had to commandeer our Tech Van for this purpose. The purchase of a deliver-styled van would allow greater cargo room and space for these deliveries to occur.
- Our nursing staff is having to use personal vehicles to travel between building locations (15 miles) to accommodate test-to-stay protocols. A dedicated nursing vehicle would provide greater flexibility.

Facilities

- Ventilation upgrades – RTUs
 - Upgrade current systems with higher-volume units for better airflow to accommodate in-person learning.
 - Add units to the shop areas to improve ventilation and air movement. The antiquated system is not keeping up with the added demand we have seen in our shop areas. As enrollment increases due in large part to family attitudes changing about trades vs post-secondary schooling, our CTE programs are struggling to accommodate the added numbers.
- Upgrades and improvements to our library to accommodate our Panther Den for FBLA and our Safe Space initiative. Our location is a very small area which does not provide proper safe distancing and airflow for student safety. This area serves two distinct purposes: 1) The "Safe Space" initiative allows students an opportunity to take a time-out within our building when dealing with various issues both at school and at home. 2) Our FBLA offers coffees and snacks as a way to offset the costs of their afterschool activities. These renovations will include plumbing, electrical, and furnishings to move this area into an unused portion of the library.

Instruction/Instructional Support

- iReady - Adaptive Reading Program: (Research Based: <https://stateoflearning.curriculumassociates.com/>)
 - In response to the concerns of our constituents, an adaptive reading program will provide us with the very type of the prescriptive curriculum we need to identify and meet the needs of our struggling students through a tutoring styled intervention that will dovetail nicely with our current multi-tiered system of support (MTSS) at all levels.
- Summer School:
 - Again, in response to the concerns of our constituents, enhancing our current summer school programming to allow for a greater number of students to participate.
- Enhanced Tutoring Offerings:
 - This is mainly staffing to utilize the Adaptive Reading Program.
- Cognitive Coaching Training:
 - Staff support to ensure a high level of instruction is occurring in the classroom, as well as through tutoring and summer school.
- Additional 4th-Grade Teaching Position:
 - Due to increased enrollment numbers at South Hutchinson Elementary, we used ESSER II dollars to increase the number of sections in fourth grade providing smaller class sizes for social distancing and better teacher-student ratio. With 24% of our fourth-grade students falling into the "high-risk" category, we would like to continue this practice moving forward and while we have grown in this building, we have shrunk in others making it difficult to cover this added expense within our current, shrinking budget.
- Social Institute:
 - Another ESSER II holdover, this program provides support and training for students in cyber-safety.
- Powerschool University:
 - Travel and training to provide more in-depth knowledge on the uses of our Student Information System. This will help us to ensure our state reporting through KIDS is as accurate as possible to ensure correct funding and reporting is being done with the growth of virtual learning academies, and the number of absences being reported due to illness and quarantines.
- Lexia Learning System:
 - Literacy programming that includes curriculum, training, and supports to ensure learning loss and learning gaps are caught, identified, and filled in a timely manner.

Social-Emotional Intervention Strategies

- Play Therapy Training: We are currently offering group therapy via our Zen Den program. Zen Den staff use specific curriculum to teach skills related to executive functioning, emotional awareness, self-regulation, and calming strategies based on the Collaborative for Academic, Social, and Emotional Learning (CASEL) core competencies. The addition of Play Therapy is a game-changer for younger students.
 - Play Therapy is defined by the Association for Play Therapy as "the systematic use of a theoretical model to establish an interpersonal process wherein trained Play Therapists use the therapeutic powers of play to help clients prevent or resolve psychosocial difficulties and achieve optimal growth and development." It is an evidence-based approach to therapy with many, peer-reviewed, published studies.
- Outdoor Playground Equipment Upgrade
 - In addition to the play therapy programming, additional outdoor spaces need to be cultivated to provide fresh air options for play and outdoor classroom opportunities.

- Alternative Afterschool Programming
 - The research on student engagement in school activities outside of the school day and how they correspond to student success and attendance, as well as social-emotional well-being, is well documented. We have a growing number of students who have no interest in the traditional activities we offer and with the isolation the pandemic brought with it, many students struggle to find healthy alternatives to being alone-especially after school. Kansas students in grades 10 and 12 outpaced the rest of the nation by nearly 6% reporting feelings of depression; and our district was nearly 8% higher than the state average. Another example is the question, "Have you ever seriously thought about killing yourself?" Our district saw an increase of over 15% from 2020 and was higher than the state average by nearly 7%.

Staff Supports

- Retention Pay: Due to the increased demands on staff during the pandemic and the subsequent response protocols associated with the return to learning, many educators are choosing to leave the profession. Feelings of underappreciation, despair, and financial strain related to their personal experiences with the outbreak have left staff doubtful about their role in what we do. The opportunity to provide retention funds to staff to reward their efforts, co

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

Of the students (7th-12th) we contacted, less than 2% responded to the survey. Student responses centered around the impact prior mitigating responses had on them physically, emotionally, and mentally. Responses ranged from "Just get everyone vaccinated" to "Be smart and stay protected." On questions related to ideas and suggested ways to address current student needs and learning losses, no concrete suggestions were offered.

Focus group meetings were hosted at the District Offices for two student groups, 1) Student leaders in the form of class officers and STUCO members and 2) Non-appointed student leaders nominated by staff. The same questions were posed to them in a workgroup fashion to allow them to brainstorm solutions and ideas. Most of those ideas centered around student choice and frustrations with mitigation strategies. Again, no real actionable ideas were gathered.

**

[A response survey was developed and posted to our district's website, all social media outlets (Facebook, Twitter, Instagram), as well as being emailed to every staff member, student, parent, and patron we have addresses for. In the survey, we requested identifying information so we could categorize the responses by stakeholder. Other questions focused on the impact of the pandemic on students and the community, suggested interventions to address the academic, social-emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic and sub-groups. Finally, suggestions for other ways to address learning loss and to fill learning gaps were sought.]

Families

Of our responses, 63.8% were from Parents/Guardians. Family responses varied but the vast majority were focused on the need to keep students in school and to allow parents to determine whether their child wears a mask. Most comments were critical of the remote-learning concept, questioning whether their child learned anything at all. Many addressed what they felt was the negative social-emotional impact of remote learning and the feelings of isolation. Many others detailed the financial and mental impact it had on themselves and their families having the students cooped up at home alone for weeks. As for masking at school, the overwhelming majority opposed this. Comments ranging from dehumanizing students to stripping parents of their ability to parent were common.

On questions related to ideas and suggested ways to address current student needs and learning losses, many suggested summer school, individual tutoring during the school day, and even extending the school year to compensate for days lost to quarantines or closures.

Focus group meetings were hosted at the District Offices for parents who were nominated and then agreed to participate. Some were part of building site councils but, any others were not. Attendance was poor, but many of the same themes continued to permeate the meetings. Tutoring, summer school and personal choice were the dominant themes from these meetings as well.

**

[A response survey was developed and posted to our district's website, all social media outlets (Facebook, Twitter, Instagram), as well as being emailed to every staff member, student, parent, and patron we have addresses for. In the survey, we requested identifying information so we could categorize the responses by stakeholder. Other questions focused on the impact of the pandemic on students and the community, suggested interventions to address the academic, social-emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic and sub-groups. Finally, suggestions for other ways to address learning loss and to fill learning gaps were sought.]

School and District Administrators including Special Education Administration

All administrators were involved in the creation and dissemination of the data and all completed the survey. As they were a part of the application process, the Administrators (including Building Leaders) could be further polled as to their thoughts and ideas related to these topics. Their input makes up the majority of this application.

The majority of responses put a premium on in-person learning. Support for continued mitigations and creative solutions to ensure staff and student safety were mentioned repeatedly. Another theme that dominated responses was access to mental health services. With cost and access being major hurdles, ideas that provided access and opportunities to seek services were stressed as an important component of any plan moving forward.

The Reno County Education Cooperative Executive Director responded personally to my request for information. She indicated the biggest issue with special education is finding and keeping qualified staff. She believes that aligns with our retention bonus. She also the need for continued training in high-leverage practices in special education which she thought aligns with our desire for training in Visible Learning. Finally, she thought we also need to continue to identify curriculum that meets the needs of students and creative ways to serve them as we are attempting to address through our curriculum enhancement items.

**

[A response survey was developed and posted to our district's website, all social media outlets (Facebook, Twitter, Instagram), as well as being emailed to every staff member, student, parent, and patron we have addresses for. In the survey, we requested identifying information so we could categorize the responses by stakeholder. Other questions focused on the impact of the pandemic on students and the community, suggested interventions to address the academic, social-emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic and sub-groups. Finally, suggestions for other ways to address learning loss and to fill learning gaps were sought.]

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

Each member of each sub-group listed received both a copy of our ESSER II survey, as well as took part in group discussions related to ESSER spending ideas. Of those, KNEA members accounted for 10.4% of responses and non-KNEA members represented 7.4% (this does not include those who identified as both staff AND parent (totaling less than 2% of total respondents.) The majority of responses put a premium on in-person learning. Support for continued mitigations and creative solutions to ensure staff and student safety were mentioned repeatedly. Another theme that dominated responses was access to mental health services. With cost and access being a major hurdle, ideas that provided access and opportunities to seek services were stressed as an important component of any plan moving forward.

**

[A response survey was developed and posted to our district's website, all social media outlets (Facebook, Twitter, Instagram), as well as being emailed to every staff member, student, parent, and patron we have addresses for. In the survey, we requested identifying information so we could categorize the responses by stakeholder. Other questions focused on the impact of the pandemic on students and the community, suggested interventions to address the academic, social-emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic and sub-groups. Finally, suggestions for other ways to address learning loss and to fill learning gaps were sought.]

Tribes

We identified 20 families who reported Native American descent on their enrollment demographics. We sent an impact survey to each family to collect their input on our plan.

We received one response. It indicated in-person learning and utilizing after-school programming as preferred methods of recovery.

Civil Rights Organization including Disability Rights Organizations

The following organizations were contacted for specifics on whom to contact to gather the information needed:

- ACLU of Kansas
- Kansas Action for Children
- NAACP of Kansas
- The United Way

We only received one response indicating they preferred not to participate.

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

Internally, our ESOL teacher and Homeless/Foster Care Liason were both a part of our information gathering. In addition, the following external organizations were contacted for specifics on whom to contact to gather the information needed:

- El Centro - Latino Youth
- St. Francis - Foster Youth
- Families Together - Disabilities/Special Health Needs
- Youth On Their Own - Homeless
- St. Francis - Foster Youth
- Families Together - Disabilities/Special Health Needs

Most of the external organizations failed to respond (El Centro and St. Francis were the sole respondents) but the information we did collect echoed the responses of many of the other stakeholder groups regarding keeping students in person as much as physically possible was stressed. Comments related to the damage virtual learning had on ESL students and those with various types of disabilities were common. Again, the mental and social-emotional toll the remote style of learning had on these students was described.

Provide the public the opportunity to provide input and take such input into account

Two general, public forums were held. While poorly attended, these sessions mainly focused on the financial impact remote learning had on the community and how much the employment sector values work skills related to teaming and group participation--skills that cannot be learned in a remote setting.

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 309 Nickerson/South Hutchinson has experienced an impact on learning and the social-emotional well-being of both students and staff due to COVID-19 and the corresponding mitigations since March of 2020. As a small-to-midsized district that averages right at 1,200 students each year, we now have four years' worth of students who have been affected in various ways due to the pandemic. More than 100 students chose not to return to school and remain in a remote learning environment, either through our virtual academy or have left the district completely for another online program.

Extra measures have been taken each year to ensure a quality education for our students. According to the Kansas Communities That Care Survey, our district has seen a 7% increase in "low commitment to school." We were experiencing an increase in math proficiency until students went remote and hybrid. iReady diagnostics for the winter of 2020 (prior to covid) listed 14% in the "at-risk" range and when students returned in the fall of 2020, we had a jump of 46% in the "at-risk" range. This is more than the typical 'summer slide' that we have experienced in the past. The district updated the reading assessments so a comparison from winter assessment to fall isn't available however, the fall data shows that 39% of the USD 309 students fall in the "at-risk" range. We did note an increase in the growth once the students were back to onsite learning. There has also been a decisive negative impact on those students whose parents chose to keep them home from our 3-year-old and preschool programs over the past two years due to COVID versus those who participated.

In addition to learning loss, we have experienced an increase in custodial and maintenance costs since returning to onsite learning. Additional measures have been taken to ensure the safety of staff and students. These costs come in the area of supplies, labor due to the additional cleaning, and leave--staff falling ill to either COVID or other non-related illnesses.

Our attempts to keep students in person for learning, combined with the myriad of mitigation protocols required to do so safely, have put a strain not only on our students, staff, and families but also on our budget.

The impact all of this is having on the social-emotional well-being of our students and staff is alarming. In a recent Kansas Communities That Care (KCTC) survey, we saw increases across the board related to this. Feelings of uncertainty, depression and anxiety are growing exponentially. For example, while Kansas students in grades 10 and 12 outpaced the rest of the nation by nearly 6 percentage points reporting feelings of depression ("...ever feel so sad or hopeless almost every day for two weeks or more in a row...") our district was nearly 8% higher than the state average. Another example is the question, "Have you ever seriously thought about killing yourself?" Our district saw an increase of over 15% from 2020 and was higher than the state average by nearly 7%. This does not address these same factors for our staff who worry about taking the anxiety or even the virus home to their loved ones each night.

The amount of sick leave, sub pay, and overtime/extra-duty pay is taking its toll. As we race to determine better ways to prevent exposures and contamination, our staff is being asked to take on more and more responsibility. Teachers, administrators, custodians, cooks, and our nurses have been stretched to their breaking point. Last year, staff used 3,029 hours of FMLA leave time dealing with either quarantines or sickness--staff worked an additional 1,072 hours from home remotely. This problem is compounded by the shortage of quality substitute teachers. Whether fear of working in the schools during the pandemic or just a general shortage in the workforce, teachers taking leave create hardships for their peers as they will be forced to cover multiple sections, often sacrificing their own plan and lunchtimes.

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)

Each of the items listed within the Instruction/Instructional Supports section of our plan (41.5% of total expenditures) is specifically listed within the federal guidelines of allowable uses. Adaptive Reading Programs (designed to identify and adapt to the reading deficiencies detected/MTSS), Summer School (increased time-on-task), After-School Tutoring (increased time-on-task), Prescriptive Literacy Curriculum and Training, and Specialists trained to identify and track student academic loss are all a part of our plan.

In addition, the Cognitive Training and Professional Development contained within our plan are all designed to further prepare our staff to provide much-needed scaffolding and support.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

Our planned Social-Emotional Intervention Strategies program (29% of total expenditures) has been developed from a research-based model.

- Play Therapy is defined by the Association for Play Therapy as "the systematic use of a theoretical model to establish an interpersonal process wherein trained Play Therapists use the therapeutic powers of play to help clients prevent or resolve psychosocial difficulties and achieve optimal growth and development." It is an evidence-based approach to therapy with many, peer-reviewed, published studies.

Additional ESSER funds will support the improvement of indoor air quality through ventilation upgrades (31%) and are specifically mentioned throughout the federal guidelines.

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 new and prior ESSER funding will be monitored through an ongoing review of our data. Academic needs will be reviewed through the use of FastBridge (Fall, Winter, and Spring) and the summative scores on the annual Kansas Assessment. Social, Emotional, and Mental Health needs will be reviewed through the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) taken in the Fall, Winter, and Spring and the Kansas Communities that Cares (KCTC) survey taken annually by students in grades 6, 8, 10, and 12. When possible, subgroups will be analyzed separately, ensuring the needs of all students are being met, including students from low-income families, students of color, children with disabilities, and students experiencing homelessness. Additionally, we should also see an improvement in individual course grades, decreased retention or retaking of courses, and an increase in our graduation rate.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,626,091	\$0	\$1,626,091	ESSER III Allocations	\$325,219
Approved Total	\$1,544,002	\$0	\$1,544,002	Approved Total	\$718,952
Amount Left	\$82,089	\$0	\$82,089	Amount Still Needed	\$0
In Review Total	\$60,895	\$0	\$60,895	In Review Total	\$0
Amount Left	\$21,194	\$0	\$21,194	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
309-3-0027	Direct	False	2110	735	12	\$21,095	Task Force Review
309-3-0028	Direct	False	4700	733	13	\$39,800	Task Force Review
309-3-0001	Direct	True	1000	735	12	\$58,992	Approved
309-3-0002	Direct	False	2313	735	3	\$23,550	Approved
309-3-0003	Direct	False	2600	723	14	\$197,600	Approved
309-3-0004	Direct	True	2113	946	10	\$12,000	Approved
309-3-0007	Direct	False	1000	151	16	\$246,000	Approved
309-3-0009	Direct	True	2213	569	3	\$20,000	Approved
309-3-0010	Direct	True	1000	735	12	\$63,000	Approved
309-3-0011	Direct	True	2213	946	3	\$3,500	Approved
309-3-0012	Direct	False	1000	110	1A	\$174,000	Approved
309-3-0013	Direct	False	2720	732	11B	\$100,000	Approved
309-3-0017	Direct	False	2720	732	2	\$25,000	Approved
309-3-0018	Direct	True	1000	151	16	\$60,000	Approved
309-3-0020	Direct	False	2213	569	3	\$2,400	Approved
309-3-0021	Direct	False	2720	582	3	\$1,500	Approved
309-3-0022	Direct	True	2213	946	3	\$3,500	Approved
309-3-0023	Direct	False	2230	719	3	\$30,000	Approved
309-3-0024	Direct	False	2230	719	3	\$25,000	Approved
309-3-0025	Direct	True	1000	949	11A	\$306,980	Approved
309-3-0026	Direct	True	2212	300	12	\$190,980	Approved
309-3-0014	Direct	False	1000	736	9	\$40,000	Disapproved
309-3-0015	Direct	False	2230	613	3	\$30,000	Disapproved

Line Item Details

Line Item ID: 309-3-0027

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

Nickerson - South Hutchinson ESSER III

Account Number

1

Function Code

2110 - Attendance and Social Work Services

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

The return to school and school avoidance issues have been ongoing issues since we've returned to in-person learning. The arduous task of tracking attendance issues and the subsequent family notifications and follow-up are taxing our office staff. Our current Student Information System has an add-on program that will allow us to automate much of this including notifying the administration of attendance issues, sending attendance letters to families, and tracking attendance and grade information. This could be a game-changer for our district.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$14,895
Budgeted Expenditures in SFY 2024	\$6,200
Total Expenditures	<u>\$21,095</u>

Status

Task Force Review

Line Item Comment from KSDE

New Line Item

Line Item ID: 309-3-0028

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

Nickerson - South Hutchinson ESSER III

Account Number

1

Function Code

4700 - Building Improvements

Object Code

733 - Furniture and Fixtures

Allowable Use

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

This is an enhancement to an already approved improvement to our library that will now also house our safe space/student lounge area. Previously submitted estimates either failed to include costs associated with new carpeting and casework needed to complete the project, and/or bids have come in much higher than originally anticipated due to supply chain issues. We have received three bids for the carpeting and one bid on the casework and laminate thus far.

We have already supplied the pre-construction application, Environmental Letter, and Historical Society release for this work.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$39,800
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$39,800</u>

Status

Task Force Review

Line Item Comment from KSDE

Allowable if meets CDC guidelines.

Line Item ID: 309-3-0001

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**Account Number****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

i-Ready Digital Curriculum

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$19,664
Budgeted Expenditures in SFY 2023	\$19,664
Budgeted Expenditures in SFY 2024	\$19,664
Total Expenditures	<u>\$58,992</u>

Status

Approved

Line Item Comment from KSDE

from the narrative: iReady - Adaptive Reading Program:

- In response to the concerns of our constituents, an adaptive reading program will provide us with the very type of prescriptive curriculum we need to identify and meet the needs of our struggling students through a tutoring-styled intervention that will dovetail nicely with our current multi-tiered system of support (MTSS) at all levels.

Line Item ID: 309-3-0002

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**Account Number****Function Code**

2313 - Board Treasurer Services

Object Code

735 - Technology -Related Software

Allowable Use

3 - Providing principals and other school leaders with resources to address individual school needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

The Social Institute

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$7,850**Budgeted Expenditures in SFY 2023** \$7,850**Budgeted Expenditures in SFY 2024** \$7,850**Total Expenditures** \$23,550**Status**

Approved

Line Item Comment from KSDE

from narrative : Social Institute:

- Another ESSER II holdover, this program provides support and training for students in cyber-safety.

Line Item ID: 309-3-0003

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

Nickerson / South Hutchinson ESSER III

Account Number

1

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

723 - Heating and Cooling System

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Pre-Construction application submitted.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$197,600**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$197,600**Status**

Approved

Line Item Comment from KSDE

Allowable if meets CDC guidelines. This is for an HVAC project.

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Account Number

Function Code

2113 - Social Work Services

Object Code

946 - Professional Development

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

Play Therapy Training

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$12,000

Budgeted Expenditures in SFY 2023 \$0

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$12,000

Status

Approved

Line Item Comment from KSDE

This item does not qualify as part of the 20% Learning Loss Set Aside.

from narrative: Play Therapy Training: We are currently offering group therapy via our Zen Den program. Zen Den staff use specific

curriculum to teach skills related to executive functioning, emotional awareness, self-regulation, and calming strategies based on the Collaborative for Academic, Social, and Emotional Learning (CASEL) core competencies.

The addition of Play Therapy is a game-changer for younger students.

- Play Therapy is defined by the Association for Play Therapy as "the systematic use of a theoretical model to establish an interpersonal process wherein trained Play Therapists use the therapeutic powers of play to help clients prevent or resolve psychosocial difficulties and achieve optimal growth and development." It is an evidence-based approach to therapy with many, peer-reviewed, published studies.

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account NameNickerson USD 309 ESSER III
Application**Account Number**

1

Function Code

1000 - Instruction

Object Code151 - 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**

Due to the increased demands on staff during the pandemic and the subsequent response protocols associated with the return to learning, many educators are choosing to leave the profession. Feelings of underappreciation, despair, and financial strain related to their personal experiences with the outbreak have left staff doubtful about their role in what we do. The opportunity to provide retention funds to staff to reward their efforts, cover financial losses to a small extent and show appreciation for their willingness to stay the course is important for staff retention and morale. The ability to provide a retention bonus following this current contract cycle and another following next year's will go a long way to assisting us in providing stability in our learning environment.

We are proposing either a one-time payout of \$1,000 on August 1st of 2023 or two \$500 payouts over the next two Augusts (23/24). This would be paid out to 246 staff members.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$246,000
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$246,000</u>

Status

Approved

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name**Account Number****Function Code**

2213 - Instructional Staff Training Services

Object Code

569 - Other Tuitions

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

Cognitive Coaching Training

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$20,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$20,000**Status**

Approved

Line Item Comment from KSDE

from narrative: Cognitive Coaching Training:

- Staff support to ensure a high level of instruction is occurring in the classroom, as well as through tutoring and summer school.

Line Item ID: 309-3-0010

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**Account Number****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

Lexia Learning System

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$21,000**Budgeted Expenditures in SFY 2023** \$21,000**Budgeted Expenditures in SFY 2024** \$21,000**Total Expenditures** \$63,000**Status**

Approved

Line Item Comment from KSDE

from narrative: Lexia Learning System:

Literacy programming that includes curriculum, training, and supports to ensure learning loss and learning gaps are caught, identified, and filled in a timely manner.

Line Item ID: 309-3-0011

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**Account Number****Function Code**

2213 - Instructional Staff Training Services

Object Code

946 - Professional Development

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

Lexia Training Support

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$3,500**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,500**Status**

Approved

Line Item Comment from KSDE

from narrative: from narrative: Lexia Learning System:

Literacy programming that includes curriculum, training, and supports to ensure learning loss and learning gaps are caught, identified, and filled in a timely manner.

Line Item ID: 309-3-0012

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

Nickerson USD 309 ESSER III

Account Number

1

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

4th Grade Teaching Position -

Per the KSDE document "Approved Evidenced-Based Practices," Class Size reduction is listed. Due to enrollment numbers and classroom sizes at South Hutchinson Elementary, ESSER II dollars were used to increase the number of sections in fourth grade to provide smaller class sizes to facilitate social distancing and a better teacher-student ratio to offset the learning loss and instructional gaps created during the past two years of pandemic responses including school closures, quarantines, and illness. Our plan is to continue this practice moving forward to ensure student safety, while impacting those learning gaps.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$58,000
Budgeted Expenditures in SFY 2023	\$58,000
Budgeted Expenditures in SFY 2024	\$58,000
Total Expenditures	\$174,000

Status

Approved

Line Item Comment from KSDE

from narrative: Additional 4th-Grade Teaching Position:

- Due to increased enrollment numbers at South Hutchinson Elementary, we used ESSER II dollars to increase the number of sections in fourth grade to provide smaller class sizes for social distancing and a better teacher-student ratio. We would like to continue this practice moving forward and while we have grown in this building, we have shrunk in others making it difficult to cover this added expense within our current, shrinking budget.

Line Item ID: 309-3-0013

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**Account Number****Function Code**

2720 - Monitoring Services

Object Code

732 - Vehicles (Including school buses)

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

Food Service Van/Transit

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$100,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$100,000**Status**

Approved

Line Item Comment from KSDE

This requires prior approval with the Equipment Purchase Form this can be found at Form <https://www.ksde.org/Portals/0/Title/LCP/EquipmentPurchaseForm.pdf>

from narrative: Food Service Vehicle: Due to food supply chain issues brought on by the pandemic, our food service department is

having to spend an inordinate amount of time driving to remote locations to secure the food items necessary to provide daily meals for students and staff. We have had to commandeer our Tech Van for this purpose. The purchase of a deliver-styled van would allow greater cargo room and space for these deliveries to occur.

Line Item ID: 309-3-0017

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**Account Number****Function Code**

2720 - Monitoring Services

Object Code

732 - Vehicles (Including school buses)

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

Nursing Vehicle

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$25,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$25,000**Status**

Approved

Line Item Comment from KSDE

This requires prior approval with the Equipment Purchase Form this can be found at Form <https://www.ksde.org/Portals/0/Title/LCP/EquipmentPurchaseForm.pdf>

from narrative: Our nursing staff is having to use personal vehicles to travel between building locations (15 miles) to accommodate test-to-stay protocols. A dedicated nursing vehicle would provide greater flexibility.

Line Item ID: 309-3-0018

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

Nickerson USD 309 ESSER III

Account Number

1

Function Code

1000 - Instruction

Object Code

151 - Additional compensation paid to teachers

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Additional time-on-task was something we heard from every sub-group we spoke to as it relates to additional time/tutoring to help students get caught up.

We anticipate:

- Two Teachers per Building (8 total) @ \$39 hr;
 - One Teacher's Aid per Building (4 total) @ \$12hr;
 - One Coordinator @ \$41 hr;
 - 10 hours per quarter for the first three quarters; and
 - 20 hours for the final quarter of the 2022-23 school year
- = \$401 hr x 50 hrs = \$20,050.00.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$20,000
Budgeted Expenditures in SFY 2023	\$20,000
Budgeted Expenditures in SFY 2024	\$20,000
Total Expenditures	\$60,000

Status

Approved

Line Item Comment from KSDE

from narrative: Enhanced Tutoring Offerings:
 - This is mainly staffing to utilize the Adaptive Reading Program.

Line Item ID: 309-3-0020

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

Account Number

Function Code

2213 - Instructional Staff Training Services

Object Code

569 - Other Tuitions

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

PowerSchool University

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,400
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$2,400</u>

Status

Approved

Line Item Comment from KSDE

As per district: these funds are being spent to train an additional person, so that a counselor will be able to supervise the job shadowing/internship programs the district. This retains students and lessens amount of students in building.

from narrative: Powerschool University:

- Travel and training to provide more in-depth knowledge on the uses of our Student Information System. This will help us to ensure our state reporting through KIDS is as accurate as possible to ensure correct funding and reporting is being done with the growth of virtual learning academies, and the number of absences being reported due to illness and quarantines.

Line Item ID: 309-3-0021

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**Account Number****Function Code**

2720 - Monitoring Services

Object Code

582 - Out-of-District Travel

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

Travel (PSU)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$1,500
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,500</u>

Status

Approved

Line Item Comment from KSDE

Powerschool University:

- Travel and training to provide more in-depth knowledge on the uses of our Student Information System. This will help us to ensure our state reporting through KIDS is as accurate as possible to ensure correct funding and reporting is being done with the growth of virtual learning academies, and the number of absences being reported due to illness and quarantines.

Line Item ID: 309-3-0022

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**Account Number****Function Code**

2213 - Instructional Staff Training Services

Object Code

946 - Professional Development

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

Lexia Training Support

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$3,500**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,500**Status**

Approved

Line Item Comment from KSDE

Lexia Learning System:

Literacy programming that includes curriculum, training, and supports to ensure learning loss and learning gaps are caught, identified, and filled in a timely manner.

Line Item ID: 309-3-0023

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**Account Number****Function Code**

2230 -

Object Code

719 - All Other Improvements

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

Library renovation for FBLA/Safe Spaces

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$30,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$30,000**Status**

Approved

Line Item Comment from KSDE

This line item cannot be deemed eligible until the Capital Improvement Prior Approval Request has been submitted and approved.

https://www.ksde.org/Portals/0/ECSETS/Announcements/ESSER_Capital_Improvement_and_Construction_Request_Form.docx

from narrative: Upgrades and improvements to our library to accommodate our Panther Den for FBLA and our Safe Space initiative.

Our location is a very small area which does not provide proper safe distancing and airflow for student safety. This area serves two distinct purposes: 1) The "Safe Space" initiative allows students an opportunity to take a time-out within our building when dealing with various issues both at school and at home. 2) Our FBLA offers coffees and snacks as a way to offset the costs of their afterschool activities. These renovations will include plumbing, electrical, and furnishings to move this area into an unused portion of the library.

Line Item ID: 309-3-0024

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**Account Number****Function Code**

2230 -

Object Code

719 - All Other Improvements

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

FBLA Furnishings and Renovations

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$25,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$25,000**Status**

Approved

Line Item Comment from KSDE

If this is a Capital Improvement, it will require approved documentation.

From narrative: Upgrades and improvements to our library to accommodate our Panther Den for FBLA and our Safe Space initiative.

Our location is a very small area which does not provide proper safe distancing and airflow for student safety. This area serves two distinct purposes: 1) The "Safe Space" initiative allows students an opportunity to take a time-out within our building when dealing with various issues both at school and at home. 2) Our FBLA offers coffees and snacks as a way to offset the costs of their afterschool activities. These renovations will include plumbing, electrical, and furnishings to move this area into an unused portion of the library.

Line Item ID: 309-3-0025

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

Nickerson USD 309 ESSER III

Account Number

1

Function Code

1000 - Instruction

Object Code

949 - Summer School

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer School Expenses:

- 23 teachers at an average salary of \$39/hr = \$897/hr
- 3 Site Coordinators' salaries of \$41/hr = \$123/hr
- 3 Building Aides @ \$12/hr = \$36/hr
- Horizons Mental health Agreement \$90/hr
- Programming Costs of \$90/hr

- Spring Planning and PD Sessions 8 hrs x \$1,020 (teachers and coordinators) = \$8,160
- 16 Instruction Days x 3.5 hrs x \$1,020 (teachers and coordinators) = \$57,120
- 16 Instruction Days x 3.5 hrs x \$36 (Aides) = \$2,016
- 16 Instruction Days x 3.5 hrs x \$90 (MH) = \$4,320

Salary Totals = \$71,616

Fringe = \$5,129

Total = \$76,745

Budgeted Expenditures in SFY 2021	\$76,745
Budgeted Expenditures in SFY 2022	\$76,745
Budgeted Expenditures in SFY 2023	\$76,745
Budgeted Expenditures in SFY 2024	\$76,745
Total Expenditures	<u>\$306,980</u>

Status

Approved

Line Item ID: 309-3-0026

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

USD 309 Nickerson / South Hutchinson

Account Number

1

Function Code2212 - Instruction and Curriculum
Development Services**Object Code**300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**Allowable Use**12 - Addressing learning loss among
students, including vulnerable
populations.**Please describe the expenditures within the account and how they will address a COVID-19 need**

We plan to sign on with Corwin Visible Learning+ to train all staff and administrators in the powerful professional learning series Visible Learning. This three-year commitment incorporates Professor John Hattie's research-based professional learning to help educators understand, measure, and evaluate student growth and achievement. This will encompass a mix of in-person trainings, book studies, and virtual study sessions to arm teaching staff and administrators with the tools they need to diagnose learning needs and provide the scaffolding necessary to overcome learning loss and deficits. Study materials are also included.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$71,660
Budgeted Expenditures in SFY 2023	\$71,660
Budgeted Expenditures in SFY 2024	\$47,660
Total Expenditures	<u>\$190,980</u>

Status

Approved

Line Item ID: 309-3-0014

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

Nickerson South Hutchinson ESSER III

Account Number

1

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

Alternative After-School Programming

- The research on student engagement in school activities outside of the school day and how they correspond to student success is clear not only in academic achievement but in other areas such as attendance and social-emotional well-being. We have a growing number of students who have no interest in the traditional activities we offer and with the isolation the pandemic brought with it, many students struggle to find healthy alternatives to being alone. Additionally, we lost more than 100 students during the pandemic to online, internet schooling. With research indicating activity engagement enhances and promotes school attendance and participation, we would like to develop an alternative after-school program that appeals to these students and requires faithful attendance and academic achievement to participate. The use of expanded technologies via computers, video games, gaming strategies, and competitions will further encourage participation. The development of this program could impact as much as 20% of our enrollment at the high school if done well, and perhaps allow us to recover some of those students lost.

This program will be housed in a formerly unused portion of our library. The hardware needed to develop this program can also be used for future growth in our CTE pathways in Software and Systems Development.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$25,000
Budgeted Expenditures in SFY 2023	\$10,000
Budgeted Expenditures in SFY 2024	\$5,000
Total Expenditures	<u>\$40,000</u>

Status

Disapproved

Line Item Comment from KSDE

This expenditure is not allowable with ESSER funds.

from narrative: E-Sports

- The research on student engagement in school activities outside of the school day and how they correspond to student success is clear not only in academic achievement but in other areas such as attendance and social-emotional well-being. We have a growing number of students who have no interest in the traditional activities we offer and with the isolation the pandemic brought with it, many students struggle to find healthy alternatives to being alone. The growth of E-Sports as an activity shows great promise for the students we serve. This will give us an opportunity to get this started which conservatively could impact as much as 20% of our enrollment at the high school.

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Nickerson USD 309 ESSER III

Account Number

1

Function Code

2230 -

Object Code

613 - Office

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

Alternative After-School Programming

- The research on student engagement in school activities outside of the school day and how they correspond to student success is clear not only in academic achievement but in other areas such as attendance and social-emotional well-being. We have a growing number of students who have no interest in the traditional activities we offer and with the isolation the pandemic brought with it, many students struggle to find healthy alternatives to being alone. Additionally, we lost more than 100 students during the pandemic. Most switched to online, internet schooling. With research indicating activity engagement enhances and promotes school attendance and participation, we would like to develop an alternative after-school program that appeals to these students and requires faithful attendance and academic achievement to participate. The use of expanded technologies will further encourage participation. The development of this program could impact as much as 20% of our enrollment at the high school if done well.

This program will be housed in a formerly unused portion of our library. Conventional school desks will not provide what is needed for this program to prosper. These funds will be used to outfit the room with appropriately ergonomic furnishings for this purpose.

This would qualify for funding pursuant to Allowable Use section 3 - Providing principals and other school leaders with resources to address individual school needs.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$20,000
Budgeted Expenditures in SFY 2023	\$5,000
Budgeted Expenditures in SFY 2024	\$5,000
Total Expenditures	<u>\$30,000</u>

Status

Disapproved

Line Item Comment from KSDE

This expenditure is not allowable with ESSER funds.

ESSER III APPLICATION FOR D0327

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>
Ellsworth	145 W 15th Street, Ellsworth, KS 674390306	P.O. Box 306, Ellsworth, KS 674390306
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Deena Hilbig	dhilbig@usd327.org	(785) 472-5561

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Deena Hilbig	Superintendent	dhilbig@usd327.org	(785) 472-5561
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Dina Rankin	drankin@usd327.org		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/591/USD_327/2454643/District_Plan_for_Safe_Return_to_Instruction_8-1-22a.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 #327 plans to use the ESSER III funds to continue several items which have been applied for in the past as well as for new items.

Masking is optional in USD 327 facilities for all individuals, regardless of vaccination status.

USD 327 will provide as much space as practical between students in classrooms.

Hand sanitizing and respiratory etiquette will be encouraged.

1. Students will be taught and reminded of proper handwashing and respiratory etiquette.
2. Frequent hand sanitizing will be encouraged.
3. Hand sanitizer will be available.
4. Directions for proper handwashing will be posted in restrooms.
5. Reminders about respiratory etiquette will be posted in USD 327 buildings.

USD 327 facilities will be cleaned and disinfected regularly.

1. Frequently touched surfaces will be disinfected regularly (i.e., door handles, faucets, paper towel dispensers).

2. Cleaning resources will be provided in classrooms and offices.

3. Custodial staff will define cleaning procedures including frequency, equipment, materials and products to be used.

4. Ventilation will meet or exceed local building code.

(E) Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments.

The Ellsworth County Health Department is the agency with the statutory authority to order quarantines and order isolations.

1. Contact tracing in schools will be the responsibility of the Ellsworth County Health Department.

2. USD 327 will comply with quarantine and isolation orders issued by the Ellsworth County Health Department.

(F) Diagnostic and screening testing.

USD 327 will use regular school communication to remind parents/guardians about the need to screen students for illness.

1. Families will be encouraged to screen students for illness before school and keep students who are symptomatic home.

2. Reminders to stay home if sick will be posted at building entries used by the public.

3. USD 327 will not require COVID-19 testing.

4. USD 327 will share community testing events with USD 327 families and staff.

(G) Efforts to provide vaccinations to school communities.

USD 327 will communicate opportunities for vaccination with USD 327 families and staff.

(H) Appropriate accommodations for children with disabilities with respect to health and safety policies.

The IEP (Individual Education Plan) teams and/or Section 504 teams will determine appropriate accommodations for children with disabilities with respect to health and safety policies.

1. Individual needs will be considered as plans are developed by the IEP or 504 team.

2. Development of plans will include the parent/guardian and student (when age appropriate).

3. Individual plans will be shared with staff directly responsible for implementation.

(I) Coordination with state and local health officials.

Regular communication and coordination with state and local health officials will occur.

(A) Services to address students' academic needs.

USD 327 will provide a variety of academic programs to support student learning.

1. High quality instruction will be provided in classrooms each day.

2. Small group and individual support will be available during the school day through small-group instruction, title services, interventionist support, and advisory.

3. Programming for support beyond the classrooms will vary by building and will be designed with the student population, and individual student learning needs in mind.

4. Building principals will work with staff to identify students who need academic support beyond what is provided through regular instruction.

5. Parents/guardians and students may bring academic concerns to the attention of a staff member.

6. When academic concerns arise, academic support options will be discussed with the parent/guardian.

(B) Students' and staff social-emotional and mental health.

Counseling and social-emotional support will be available as a part of the well-rounded educational opportunities provided by USD 327.

1. Counseling/Social worker staff will be available in all buildings to provide academic and social-emotional support.

2. Counseling/Social worker staff will be available in all buildings to provide mental health, social-emotional and family support.

3. Regular social-emotional instruction will occur at elementary and middle school using the Paths curriculum. Career Education Leadership Skills (CELS) will be used at the Junior High Level.

4. Programming for support beyond the classroom will vary by building and will be designed with the student population and individual student social-emotional health needs in mind.

5. USD 327 will partner with community mental health organizations.

6. Building principals will work with staff to identify students who need social-emotional and mental health support beyond what is provided through regular instruction.

7. Parents/guardians and students may bring concerns about social-emotional and mental health needs to the attention of a staff member.

8. When social-emotional needs arise, social-emotional and mental health support options will be discussed with the parent/guardian.

(C) Other needs, which may include student health and food services.

A comprehensive school food service program, including breakfast and lunch, will be provided throughout the school year.

A school nurse will be available at each attendance center.

1. Families may discuss health concerns with the school nurse.

2. The school nurse will serve as a liaison between the building and the Ellsworth County Health Department.

3. The school nurse will work with the school social worker/counselor, health providers and mental health partners if community resources are needed for a student or family.

4. Families may choose to participate in our Test to Know program

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

The principal from the middle school and high school meet with students regularly. The middle school has a student leadership group the the high school has a student council. Prior to the school year starting the new high school principal met with the Student Council members and conducted a discussion on needs. Increase moral between students, student and staff as well as students and community, Mental health/counseling support was mentioned numerous times due to the pandemic. There had been so many restrictive things put in place and they were eager to get back to as normal as possible as was supports needed for technology and continued assistance in the library.

At the middle school the principal met with all students and gave an overview of student leadership. Students selected meet twice a month. Discussions have been targeted on building needs. Bullying, what we can do to be supportive of kids, focus on playground equipment, Accelerated Reader and how effective it is and questioning whether there something available which would be more beneficial. They have also discussed the support of afterschool tutoring (serves 12-15 students twice a week) the new math curriculum, and finally social emotional topics to be discussed during Bulldog time -which are planned by the counselor.

These two groups will continue to meet and student/building needs will continue to be a topic of discussion.

Families

Opportunities for input at the building level took place previous to this school year. These occurred during Parent/Teacher conferences as well as at scheduled site council meetings. Meet your Teacher was held on Aug. 16 at all buildings allowing parents/guardians and students alike to come to each facility and talk with the newly assigned classroom teacher and get to know each child. A meeting with the local Kiwanis group was held Sept. 15, 2022. Kanopolis Middle School conducted a Site Council meeting on Sept. 21, 2022. Dr. Rodriguez discussed ESSER III funding as an agenda item and gave an update to those attending. Additional Site Council meetings are scheduled with each attendance center for the 22-23 school year where ESSER funds will be revisited allowing parents/guardians the opportunity to provide further input. Parent/Teacher conferences were held October 17 & 18, 2022. Additional public listening sessions were held for community members at 2pm and 7pm on Oct. 24. Another session will be held at 7pm, Nov. 1, 2022.

School and District Administrators including Special Education Administration

Administrators were tasked with conducting a Needs Assessment in accordance with HB 2567. This involved having conversations with their specific staffs about current practice and student progress. The district leadership team took these discussion items and brainstormed a list of items, prioritized them and made initial decisions on what to apply for through the ESSER III funds. I also talked with Jeff Hays, Executive Director of the Central Kansas Cooperative in Education. Jeff stated there is a continued need to provide tiered supports to students right now. Educators are tasked with determining if students struggling with learning right now is linked to learning loss and time needed or if there is a true disability. Having staff available to provide supports specific to needed skills both academically and socially and emotionally are crucial to determining next steps for Student Improvement Teams. Mr. Hays comments lend themselves well to wanting to add the addition of an interventionist at the elementary level to support academic needs and they also speak to our desire to continue the use of the additional counselor at our middle school allowing the social worker to stay at the elementary full time. Admin also strongly support this. It was noted there was a need at the high school for a counselor to teach Character Education, Lifeskills classes and provide support to students who need social-emotional counseling. Additional supports to assist students with reading and math have also been requested as this allows teachers to have smaller instruction groups, increases the amount of student engagement within each classroom and allows teachers to focus on needed skills by student.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

The school district worked directly with teachers, which included members of the Teacher's Union, in building teams as well as site council meetings. Administrators were tasked in May '22 with conducting a Needs Assessment in accordance with HB 2567. This involved having conversations with staff about student academic and social emotional progress and current practice. Staff and principals created lists identifying current barriers and then brainstormed potential actions that could be taken to remove those barriers. Similar to what was experienced with district administrators, there were requests to have further supports at the high school for a counselor to teach Character Education, Lifeskills classes and provide support to students who need social-emotional counseling. Other requests included additional supports to assist students with reading and math during the MTSS time and Mini Morning SEL time at the elementary. It was noted this would allow teachers to have smaller instruction groups, increase the amount of student engagement within each classroom and allow teachers to focus on needed skills by student.

A back to school welcome was held on Aug. 5, 2022. The focus of the morning was to identify what we are FOR. There was discussion on what we are known FOR and what we want to be known FOR. An additional meeting was held during teacher inservice on Oct. 10. Teachers, which included members of the Teacher's Union, were tasked the question where do we need to grow as well as how we can better support our staff and students. Feedback from staff included retention pay, smaller class sizes, more supports for MTSS including supports for tier 2 & 3 students, additional teacher worktime for planning and collaboration and professional development to continue new instructional resources/programs put in to place this year.

Tribes

I checked the geographic area and we have no tribes within the 50 mile radius of our school district; however, I checked our student information system and we had three students who were identifying as Native American. One of the three students receives specialized instruction through and Individualized Education Plan via special education services. Parent has not communicated other needs needing to be met. I checked with the teachers of the other two students and they shared they spoke with the parent on Oct. 17, 2022 for parent/teacher conferences. During this time they talked about the supports being offered through the addition of our counselors and how they can see the benefits from it. No other needs were communicated at that time.

All parents/guardians and community members were invited to attend Public Listening Sessions which were scheduled for Oct. 24 at 2pm and 7pm. The results of those conversations are noted below.

Small Class Sizes Additional CTE Pathways Cont'd Supportive Environment

Shadowing opportunities for youth within the community Discontinue hiring from within Improving morale within the professional staff which ties to teacher retention

Activities which bring outside experts into the building for exposure Social Emotional Support Increasing Communication with the public letting them know what is going on

Facility Enhancement Support for teachers to guide their learning to support students in need Safety & Security

Civil Rights Organization including Disability Rights Organizations

I received an email from Lane Williams, Office of Disability Rights Center of Kansas on October 14, 2022. He stated, "We support additional supports and services, such as hiring additional teachers, summer enrichment programs, after school tutoring, additional technology, and behavioral health services to give students with disabilities a better opportunity to stop the slide in their educational progress due to the pandemic". This feedback appears to be on target strategies identified from our administration team, the special education director as well as fellow peers I work with throughout the state of Kansas. Those include: strategic and intensive intervention for academics, increased supports for social and emotional needs, access to technology –at home (wireless), consistency with structure and programming, accommodations to support them in the learning environment as needed, and a school environment as well as activities which support inclusiveness. I also visited with Maureen Ruhlman, KSDE, Coordinator of the McKinney Vento State Education Program and Consultant for Special Education & Title Services. Maureen's feedback included the importance of providing services for students who are placed within our district, specific to their needs. This includes social emotional supports as well as academic. Other considerations included making sure the student had what they needed in order to be successful in regard to accessibility for "equal access" to learning.

I reached out to OCCK, Salina Kansas an organization which provides disability services to children and adults in North Central Kansas who have short or long-term disabilities. I spoke with Susan Sprague. Susan shared emphasis on students with the transition from school to home is important. Taking what students learn in school and integrating it in to the home -health, wellness, education, is important to consider. She stated they are always seeking a smooth, consistent transition. I spoke to her about her Student Improvement Team process and how we look at the specific needs of each child creating a plan that works just for them via constructive conversation. She shared this is exactly what she is speaking to. Outside of school hours tutoring programs, summer programming, Tiered supports within in the school day as well as differentiated instruction in the classroom all speak to this.

I visited with members of the Ellsworth County Mental Health Coalition. They recently wrote a grant to support a mental health champion for the community. They feel strongly that we need to continue to advocate for others in regard to mental health awareness, stigma attached to mental health as well as services that can be offered in the rural community setting.

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 collaborate regularly with the Central Kansas Cooperative in Education, Central Kansas Mental Health Center, St. Francis for students receiving foster care and also a local group, The Mental Health Coalition to ensure all students with disabilities/mental health needs are being focused on and monitored. Through conversations with these individuals, need for mental health supports continues to be evident.

I also visited with Maureen Ruhlman, KSDE, Coordinator of the McKinney Vento State Education Program and Consultant for Special Education & Title Services. Maureen's feedback included the importance of providing services for students who are placed within our district, specific to their needs. This includes social emotional supports as well as academic. Other considerations included making sure the student had what they needed in order to be successful in regard to accessibility for "equal access" to learning.

USD #327 would like to continue to focus on Character Education Leadership courses (CELS) for our 7th and 8th graders coupled with their daily scheduled advisory time in grade 7-12 focusing on an inclusive atmosphere. At the middle school level we will continue to Bulldog time, another scheduled "family" session that occurs throughout each week where students are assigned a multi-age/grade level KMS Family and meet with staff in a small group and finally at the elementary we will continue with our daily scheduled M & M's time which also includes a morning meeting. These arrangements allow our students an opportunity to work with staff building-in social emotional opportunities as well as music and movement on a daily basis. The additions of counselor at the high school and middle school continue to help support these programs and ensure students continue to have supports available should they need additional outside of those programs listed above.

We currently do not have any students who are ELL, Migratory or incarcerated.

Provide the public the opportunity to provide input and take such input into account

The district conducted two listening sessions on Oct. 24. One took place at 2pm with 21 participants and the other at 7pm with 17 participating. A third session is scheduled for Nov. 1, 2022. Each building has a functioning site council and will be meeting six times this school year. Participants will engage in conversation about current student progress, what was implemented with ESSER II funds and what they would like to see continued with the ESSER III funds.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

USD #327, consists of 658 students K-12. Students are in three attendance centers, K-3, 4-6 and 7-12. We utilized to programs to monitor student progress. The K-6 have used Aimsweb for the last two years and previous to this they were using the NWEA Map assessment. The Jr/Sr High school used NWEA Map up to the end of the 2022 school year. Staff communicated this data was not being used to guide instruction so the decision was made to convert to Fastbridge.

Aimsweb K-6

Fastbridge 9-12

In looking at student data there is evidence that an interventionist at the elementary level would further support student learning however we have not been able to find one to employ. Aimsweb data strategic and intensive intervention shows the following for fall/winter/spring results:

SY 2021-22 ELA:

Kdg students 66% identified as tier 2/3 improved to 57% by winter and improved to 33% in the spring.

1st students 72% identified as tier 2/3 improved to 66% by winter and improved to 54% in the spring.

2nd students 46% identified as tier 2/3 improved to 32% by winter and improved to 21% in the spring.

3rd students 31% identified as tier 2/3 improved to 23% by winter and improved to 19% in the spring.

4th students 18% identified as tier 2/3 in the fall and at winter check there were 22%. This improved to 15% in the spring.

5th students 35% identified as tier 2/3 improved to 25% by winter and improved to 18% in the spring.

6th students 10% identified as tier 2/3 improved to 8% by winter and improved to 4% in the spring.

SY 2021-22 Math:

Kdg students 59% identified as tier 2/3 improved to 43% by winter and improved to 17% in the spring.

1st students 49% identified as tier 2/3 improved to 33% by winter and improved to 19% in the spring.

2nd students 61% identified as tier 2/3 improved to 38% by winter and improved to 9% in the spring.

3rd students 27% identified as tier 2/3 improved to 14% by winter and improved to 13% in the spring.

4th students 25% identified as tier 2/3 in the fall to 24% by winter and improved to 13% in the spring.

5th students 40% identified as tier 2/3 improved to 29% by winter and improved to 14% in the spring.

6th students 22% identified as tier 2/3 improved to 16% by winter and improved to 6% in the spring.

In one year we went from 88 students being identified for special education services to 108. At the same time our enrollment blossomed from 575 in Aug of 2020 to 633 in Aug. of 2021. This increase in numbers speaks to the number of students who may have remained at home after we back onsite in Aug. of 2020 and the increase in numbers of students needing specialized instruction.

SY 2022-2023 ELA:

Kdg students 69% identified as tier 2/3 in the fall.

1st students 69% identified as tier 2/3 in the fall.

2nd students 55% identified as tier 2/3 in the fall.

3rd students 23% identified as tier 2/3 in the fall.

4th students 33% identified as tier 2/3 in the fall.

5th students 26% identified as tier 2/3 in the fall.

6th students 20% identified as tier 2/3 in the fall.

SY 2022-23 Math:

Kdg students 69% identified as tier 2/3 in the fall.

1st students 69% identified as tier 2/3 in the fall.

2nd students 57% identified as tier 2/3 in the fall.

3rd students 41% identified as tier 2/3 in the fall.

4th students 33% identified as tier 2/3 in the fall.

5th students 17% identified as tier 2/3 in the fall.

6th students 26% identified as tier 2/3 in the fall.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

As noted in the data in the previous question, we have seen the need to continue to support the implementation of MTSS time. This time supports students and allows them strategic and intensive instruction time to target missing skills. A key part of our work will include maximizing instructional time within the school day, ensuring that students can receive personalized support through Tier II small-group tutoring. We have also considered using i-Ready however with the implementation of a math pilot, we are currently using the software available through it in the short term before investing in the use of i-Ready. Moby Max was used prior to this school year for some students and we are continuing the use of it this year as well. While summer programming has not been used in the past year we are not ruling that out for summer 2023. Afterschool programming does occur two times a week for grade 4-6 at this time.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

We will ensure that all ARP ESSER funds are utilized in accordance with allowability guidelines. This includes addressing learning loss; providing Tier II & III interventions; supporting staff professional development; ensuring continuity of key positions, as well as safe and healthy school environments.

USD #327 plans to use the ESSER III funds to continue several items which have been applied for in the past as well as for new items. Retention incentive pay to retain staff: Retention is important to the success of our students as it strengthens the instructional supports as well as the depth of instruction available to students. A quality teacher in the classroom has a dramatic impact on student success academically and social/emotionally. Classified staff members also offer support to our students in that they help us with the organizational support of a school system. Offering continued premium pay for their continued service encourages staff to continue employment with us.

Diagnostic assessments to address learning loss: Having students in the classroom addressing instruction utilizing MTSS and small group intervention as well as an intentional focus on social emotional needs is helping in supporting our students on a daily basis.

Staff Wellness: Covid-19 caused stress on staff and increased responsibilities as all levels of the organization. Well-being employees allows them to be more resilient and cope with the additional demands caused by the pandemic. Funds will also be used to provide staff with activities to support their well being.

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 school has utilized a data-driven approach to determine our most important educational needs as a result of COVID-19. The elementary school (K-6) adopted the AimsWeb program in 2021 to support the monitoring student progress and determine gains in learning based on their MTSS process. Additionally it allows us to pre-assess students, determine instructional level with both reading and math and assign instructional learning groups accordingly. Learning groups have been considered fluid with those being identified as needing strategic and intensive instruction receiving necessary skills to fill learning gaps and as progress monitoring shows those holes being filled, those students are moved to a different instructional group.

There is a social-emotional component to this program as well. Teachers complete a homeroom survey of students and this helps to identify students who may have gaps in their social/emotional progress as compared to peers. These students are targeted through the use of M & M's groups. These are groups that meet daily each morning. They are focused on yoga, drums, morning meeting discussions and Bala-Vis-x.

With the onset of the 2022 school year staff discussion with the Junior/Senior high led us to know that we needed to upgrade the way we were assessing students and using that data to guide our instruction. There was a grade 7-12 adoption of Fast bridge to assist with this. Since this adoption, the junior high and high school staff have engaged in professional development to support their learning of this program so they could accurately assess the students at the onset of the school year. The new junior/senior high school principal has implemented MTSS and data will be kept to monitor student progress. Continued discussions with staff through department meetings and grade level meetings with our Curriculum specialist will allow the continued professional development to be focused and specific to the needs of staff and students.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$662,253	\$0	\$662,253	ESSER III Allocations	\$132,451
Approved Total	\$341,688	\$0	\$341,688	Approved Total	\$22,194
Amount Left	\$320,565	\$0	\$320,565	Amount Still Needed	\$110,257
In Review Total	\$306,768	\$0	\$306,768	In Review Total	\$194,707
Amount Left	\$13,797	\$0	\$13,797	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
327-3-0033	Direct	True	1000	653	12	\$10,977	Task Force Review
327-3-0034	Direct	True	1000	220	12	\$3,450	Task Force Review
327-3-0035	Direct	True	1000	260	12	\$45	Task Force Review
327-3-0036	Direct	True	1000	110	12	\$45,000	Task Force Review
327-3-0037	Direct	False	1000	280	12	\$6,360	Task Force Review
327-3-0038	Direct	False	1000	120	9	\$35,172	Task Force Review
327-3-0039	Direct	False	1000	644	12	\$49,001	Task Force Review
327-3-0040	Direct	False	1000	644	12	\$21,528	Task Force Review
327-3-0041	Direct	True	2122	110	10	\$75,950	Task Force Review
327-3-0042	Direct	True	2122	110	10	\$59,285	Task Force Review
327-3-0001	Direct	False	1000	110	2	\$171,000	Approved
327-3-0002	Direct	False	1000	220	2	\$13,080	Approved
327-3-0003	Direct	False	1000	260	2	\$170	Approved
327-3-0004	Direct	False	1000	120	2	\$93,000	Approved
327-3-0005	Direct	False	1000	220	2	\$7,120	Approved
327-3-0006	Direct	False	1000	260	2	\$94	Approved
327-3-0008	Direct	False	2120	220	10	\$5,120	Approved
327-3-0009	Direct	False	2120	260	10	\$70	Approved
327-3-0010	Direct	False	2120	210	10	\$12,720	Approved
327-3-0011	Direct	False	2120	270	10	\$200	Approved
327-3-0013	Direct	False	2120	220	10	\$4,480	Approved
327-3-0014	Direct	False	2120	270	10	\$200	Approved
327-3-0015	Direct	False	2120	260	10	\$60	Approved
327-3-0016	Direct	False	2200	300	10	\$5,200	Approved
327-3-0018	Direct	False	1000	220	9	\$4,700	Approved
327-3-0019	Direct	False	1000	260	9	\$60	Approved
327-3-0020	Direct	True	1000	653	12	\$6,820	Approved
327-3-0021	Direct	False	1000	653	9	\$2,220	Approved
327-3-0023	Direct	True	1000	610	9	\$2,480	Approved
327-3-0024	Direct	True	1000	653	12	\$799	Approved

327-3-0029	Direct	True	1000	110	11B	\$3,780	Approved
327-3-0031	Direct	True	2210	110	16	\$3,275	Approved
327-3-0032	Direct	True	2210	110	16	\$5,040	Approved

Line Item Details

Line Item ID: 327-3-0033

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

22

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

iReady: Purchase of instructional software which will be used to assess students and identify gaps in learning due to the pandemic. Services needed for students will then be targeted.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$0

Budgeted Expenditures in SFY 2024 \$10,977

Total Expenditures \$10,977

Status

Task Force Review

Line Item Comment from KSDE

Change Request: previously approved for \$13,727 SFY 2023 and \$10,977 SFY 2024

Line Item ID: 327-3-0034

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

22

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

Interventionist: FICA Costs: additional certified and classified instructional staff to provide additional help for students who have experienced learning loss. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, push-in interventions, smaller classes or additional reteaching opportunities.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$0
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Budgeted Expenditures in SFY 2024	\$3,450
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Total Expenditures	\$3,450
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Status

Task Force Review

Line Item Comment from KSDE

Change Request: previously approved for \$2,450 SFY 2023 and \$3,450 SFY 2024

Line Item ID: 327-3-0035

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

22

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Interventionist: Unemployment Costs: additional certified and classified instructional staff to provide additional help for students who have experienced learning loss. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, push-in interventions, smaller classes or additional reteaching opportunities.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$0
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Budgeted Expenditures in SFY 2024	\$45
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Total Expenditures	\$45
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Status

Task Force Review

Line Item Comment from KSDE

Change Request: previously approved for \$45 SFY 2023 and \$45 SFY 2024

Line Item ID: 327-3-0036

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

22

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

Interventionist: Salary Costs: additional certified instructional staff to provide additional help for students who have experienced learning loss. These include classroom teachers, classroom interventionists and virtual interventionists. Students who have gaps in learning due to the pandemic have been identified for additional instruction, whether in small group, pull-out interventions, push-in interventions, smaller classes or additional reteaching opportunities.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$0
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Budgeted Expenditures in SFY 2024	\$45,000
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Total Expenditures	\$45,000
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Status

Task Force Review

Line Item Comment from KSDE

Change Request: previously approved for \$35,000 SFY 2023 and \$45,000 SFY 2024

Line Item ID: 327-3-0037

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

22

Function Code

1000 - Instruction

Object Code

280 - Health Benefits

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Tech position Health Ins Benefits: The use of electronic devices due to the pandemic has allowed students to have access to online learning programs as well as to complete and submit work online. Tech staff is needed to support the number of devices we now have as well as upload students to instructional support data bases.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$0
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Budgeted Expenditures in SFY 2024	\$6,360
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Total Expenditures	\$6,360
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Status

Task Force Review

Line Item Comment from KSDE

Change Request: previously approved for \$6,360 in SFY 2023 and 2024

Line Item ID: 327-3-0038

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

22

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Tech position: Pay for additional hours for classified library technology aide to support additional technology needed due to COVID pandemic, and the additional cleaning of devices. The use of electronic devices has allowed students to have access to online learning programs as well as to complete and submit work online. Tech staff is needed to support the number of devices we now have as well as upload students to instructional support data bases.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$3,515
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Budgeted Expenditures in SFY 2024	\$31,657
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Total Expenditures	\$35,172
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Status

Task Force Review

Line Item Comment from KSDE

Change: Previously approved for \$30,742 SFY 2023 and \$31,657 SFY 2024

Line Item ID: 327-3-0039

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

22

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

Math Expressions K-5

The COVID-19 pandemic has caused significant learning loss for many students in math. Student performance data supported a change in the core because we continued to see fluctuation in student performance levels. Math Expressions, a Pre-K-6 curriculum, has been proven to help students make sense of math and close the learning gap caused by the pandemic. According to ESSER III annual report survey questions, curriculum adoptions are part of the performance reporting criteria. Our Aimsweb, FastBridge and Kansas Assessment Data supports more strategic instruction in mathematics. Tying learning to specific skills and providing explicit instruction with these skills in whole group and small group led us to an adoption that would support all students as well as subgroups, helping them to obtain minimum requirements put into place by the Kansas Legislature. The curriculum emphasizes understanding key concepts beyond just numbers and encourages students to ask questions and think critically about problem-solving. Research funded by the National Science Foundation has demonstrated the effectiveness of Math Expressions in helping students explore, discuss, and demonstrate their understanding of math. Through active and engaging lessons, students will develop essential skills that go beyond just math concepts and can be applied in many areas of life. By providing this solid foundation in math education and fostering critical thinking skills, Math Expressions will help our students overcome learning loss caused by the pandemic and achieve success in math.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$49,001
Total Expenditures	\$49,001

Status

Task Force Review

Line Item ID: 327-3-0040

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

22

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

Big Ideas 7-8 and Algebra I The COVID-19 pandemic has caused significant learning loss for many students, particularly in math. We have seen this in overall classroom performance in all students and we lack the curriculum materials to provide differentiated instruction to groups of students who need strategic instruction to support closing the learning gap. Big Ideas Math programs has been developed to address learning loss caused by the COVID-19 pandemic using a Universal Design for Learning (UDL). By providing hands-on activities and scaffolded instruction, Big Ideas Math programs will make math fun and innovative, appealing to both students and teachers. With a strong classroom problem-solving emphasis, students will transfer their mathematical knowledge to new concepts and apply their understanding to real-life situations. In this way, students will become more comfortable with problem-solving guiding them to becoming strategic mathematical thinkers. Teachers will be able to hone in on groups of students using data acquired through Fastbridge to targeting specific learning objectives they are not mastering and reteaching using suggested differentiated instruction within the materials provided by the curriculum. By using UDL and emphasizing problem-solving, Big Ideas Math programs will help close the learning gap caused by the pandemic and set our students up for success in math.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$21,528
Total Expenditures	\$21,528

Status

Task Force Review

Line Item ID: 327-3-0041

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

22

Function Code

2122 - Counseling Services

Object Code

110 - Regular Certified Salaries

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

EJSHS -Social-emotional learning (SEL) is an umbrella term that encompasses intrapersonal competencies such as self-efficacy, self-regulation, and perseverance as well as interpersonal competencies such as conflict management, assertiveness, and empathy. It is the foundation, which necessitates all learning. The Covid-19 pandemic caused disruptions in routines and social isolation for children, which have been associated with anxiety and depression. Not only have we have seen increased needs in our student body as a whole, we have seen existing mental health issues among our students exacerbated as a result of the pandemic. As with academic learning, it is important to measure growth over time. As a result, we would like to have a counseling position added to support students with their social-emotional learning and mental health needs. We are currently using the SAEBRS as a means to measure SEL in students. Students who are flagged as needing Tier 2 and Tier 3 services will receive targeted intervention by the school counselor through small group and or individual counseling. These sessions focus on specific needs of the student as identified through the SAEBRS to support them in learning new strategies, using learned tools as well as coping skills as a result of the covid-19 pandemic. A regulated student allows for a student to be available to learn academics in the classroom.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$33,446
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Budgeted Expenditures in SFY 2024	\$42,504
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Total Expenditures	\$75,950
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Status

Task Force Review

Line Item ID: 327-3-0042

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

22

Function Code

2122 - Counseling Services

Object Code

110 - Regular Certified Salaries

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

KMS -Social-emotional learning (SEL) is an umbrella term that encompasses intrapersonal competencies such as self-efficacy, self-regulation, and perseverance as well as interpersonal competencies such as conflict management, assertiveness, and empathy. It is the foundation, which necessitates all learning. The Covid-19 pandemic caused disruptions in routines and social isolation for children, which have been associated with anxiety and depression. Not only have we have seen increased needs in our student body as a whole, we have seen existing mental health issues among our students exacerbated as a result of the pandemic. As with academic learning, it is important to measure growth over time. As a result, we would like to have a counseling position added to support students with their social-emotional learning and mental health needs. We are currently using the SAEBRS as a means to measure SEL in students. Students who are flagged as needing Tier 2 and Tier 3 services will receive targeted intervention by the school counselor through small group and or individual counseling. These sessions focus on specific needs of the student as identified through the SAEBRS to support them in learning new strategies, using learned tools as well as coping skills as a result of the covid-19 pandemic. A regulated student allows for a student to be available to learn academics in the classroom.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$29,285
Budgeted Expenditures in SFY 2024	\$30,000
Total Expenditures	\$59,285

Status

Task Force Review

Line Item ID: 327-3-0001

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

22

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: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All eligible regular employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD327

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$85,500
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Budgeted Expenditures in SFY 2024	\$85,500
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Total Expenditures	<u>\$171,000</u>
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Status

Approved

Line Item ID: 327-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

22

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

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

Retention certified staff FICA Premium Pay: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All eligible regular employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD327

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$6,540
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Budgeted Expenditures in SFY 2024	\$6,540
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Total Expenditures	<u>\$13,080</u>
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Status

Approved

Line Item ID: 327-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

22

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

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: Retention certified staff Unemployment Costs: The pandemic has impacted the ability to recruit and retain staff. All eligible regular employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD327

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$85
Budgeted Expenditures in SFY 2024	\$85
Total Expenditures	<u>\$170</u>

Status

Approved

Line Item ID: 327-3-0004

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

22

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: Retention Classified Staff: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All eligible regular employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD327

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$46,500
Budgeted Expenditures in SFY 2024	\$46,500
Total Expenditures	<u>\$93,000</u>

Status

Approved

Line Item ID: 327-3-0005

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

22

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

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: Retention classified staff FICA: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All eligible regular employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD327

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$3,560
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Budgeted Expenditures in SFY 2024	\$3,560
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Total Expenditures	<u>\$7,120</u>
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Status

Approved

Line Item ID: 327-3-0006

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

22

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

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 Unemployment Costs: Retention incentive pay to retain staff. The pandemic has impacted the ability to recruit and retain staff. All eligible regular employees would receive up to \$1,500 retention incentive pay to encourage staff to continue employment with USD327

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$47
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Budgeted Expenditures in SFY 2024	\$47
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Total Expenditures	<u>\$94</u>
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Status

Approved

Line Item ID: 327-3-0008

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

22

Function Code

2120 - Guidance Services

Object Code

220 - Social Security Contributions

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

EJSHS Counselor: FICA Costs: Additional counselor to support mental health needs of students and families due to the pandemic

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,560**Budgeted Expenditures in SFY 2024** \$2,560**Total Expenditures** \$5,120**Status**

Approved

Line Item ID: 327-3-0009

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

22

Function Code

2120 - Guidance Services

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

EJSHS Counselor Unemployment Costs: Additional counselor to support mental health needs of students and families due to the pandemic

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$35**Budgeted Expenditures in SFY 2024** \$35**Total Expenditures** \$70**Status**

Approved

Line Item ID: 327-3-0010

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

22

Function Code

2120 - Guidance Services

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

EJSHS Employer Paid Health Benefit Costs: Additional counselor to support mental health needs of students and families due to the pandemic

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,360**Budgeted Expenditures in SFY 2024** \$6,360**Total Expenditures** \$12,720**Status**

Approved

Line Item ID: 327-3-0011

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

22

Function Code

2120 - Guidance Services

Object Code

270 - Worker's 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

EJSHS Workers Comp: Additional counselor to support mental health needs of students and families due to the pandemic.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$100**Budgeted Expenditures in SFY 2024** \$100**Total Expenditures** \$200**Status**

Approved

Line Item ID: 327-3-0013

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

22

Function Code

2120 - Guidance Services

Object Code

220 - Social Security Contributions

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

KMS Counselor FICA: Additional counselor to support mental health needs of students and families due to the pandemic

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,240**Budgeted Expenditures in SFY 2024** \$2,240**Total Expenditures** \$4,480**Status**

Approved

Line Item ID: 327-3-0014

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

22

Function Code

2120 - Guidance Services

Object Code

270 - Worker's 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

KMS Workers Comp: Additional counselor to support mental health needs of students and families due to the pandemic

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$100**Budgeted Expenditures in SFY 2024** \$100**Total Expenditures** \$200**Status**

Approved

Line Item ID: 327-3-0015

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

22

Function Code

2120 - Guidance Services

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

KMS Counselor Unemployment Costs: Additional counselor to support mental health needs of students and families due to the pandemic

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$30
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Budgeted Expenditures in SFY 2024	\$30
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Total Expenditures	<u>\$60</u>
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Status

Approved

Line Item ID: 327-3-0016

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

22

Function Code

2200 - Support Services (Instructional Staff)

Object Code

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

Allowable Use

10 - Providing mental health services and supports.

Please describe the expenditures within the account and how they will address a COVID-19 need

Staff Wellness: Covid-19 has caused stress on staff and increased responsibilities at all levels of the organization. Well-being of employees allows them to be more resilient and cope with the additional demands caused by the pandemic. These funds will be used to provide activities for staff. Staff wellness leads to retention to staff.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$2,600
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Budgeted Expenditures in SFY 2024	\$2,600
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Total Expenditures	<u>\$5,200</u>
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Status

Approved

Line Item ID: 327-3-0018

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

22

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Tech position FICA: The use of electronic devices due to the pandemic has allowed students to have access to online learning programs as well as to complete and submit work online. Tech staff is needed to support the number of devices we now have as well as upload students to instructional support data bases.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,350
Budgeted Expenditures in SFY 2024	\$2,350
Total Expenditures	\$4,700

Status

Approved

Line Item ID: 327-3-0019

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

22

Function Code

1000 - Instruction

Object Code

260 - Unemployment Compensation

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

Tech Unemployment: The use of electronic devices has allowed students to have access to online learning programs as well as to complete and submit work online. Tech staff is needed to support the number of devices we now have as well as upload students to instructional support data bases due to the pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$30
Budgeted Expenditures in SFY 2024	\$30
Total Expenditures	\$60

Status

Approved

Line Item ID: 327-3-0020

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

22

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

Aimsweb: Purchase of instructional software which will be used to assess students and identify gaps in learning due to the pandemic.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$3,410
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Budgeted Expenditures in SFY 2024	\$3,410
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Total Expenditures	<u>\$6,820</u>
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Status

Approved

Line Item ID: 327-3-0021

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

22

Function Code

1000 - Instruction

Object Code

653 - 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

Seesaw: Purchase of instructional software to provide communication with parents/guardians and express areas of focus pertaining to the instructional program. This will address plans of instruction focusing on learning loss due to the pandemic.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$1,110
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Budgeted Expenditures in SFY 2024	\$1,110
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Total Expenditures	<u>\$2,220</u>
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Status

Approved

Line Item ID: 327-3-0023

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

22

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Fastbridge: Purchase of instructional software which will be used to assess students and identify gaps in learning due to the pandemic. Services needed for students will be targeted.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,240
Budgeted Expenditures in SFY 2024	\$1,240
Total Expenditures	<u>\$2,480</u>

Status

Approved

Line Item ID: 327-3-0024

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

22

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

Moby Max: Purchase of instructional software which will be used to assess students and identify gaps in learning due to the pandemic.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$799
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$799</u>

Status

Approved

Line Item ID: 327-3-0029

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

22

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 Costs: Before/after school intervention programs for students who have learning loss due to the pandemic K-6 grades.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,260**Budgeted Expenditures in SFY 2024** \$2,520**Total Expenditures** \$3,780**Status**

Approved

Line Item ID: 327-3-0031

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER

Account Number

22

Function Code

2210 - Improvement of Instruction 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

KMS Building Leadership Team needs time to plan and discuss, assessment data being gathered to make instructional decisions for programming/curriculum/School Improvement Planning due to the pandemic. These meetings will address learning loss and high-yield strategies as well as research-based best practice per the KSDE site to use when providing instruction. These meetings will be held outside of the duty day. This funding would support paying teachers for the additional time worked.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,134**Budgeted Expenditures in SFY 2024** \$2,141**Total Expenditures** \$3,275**Status**

Approved

Line Item ID: 327-3-0032

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER

Account Number

22

Function Code2210 - Improvement of Instruction
Services**Object Code**

110 - Regular Certified Salaries

Allowable Use16 - Other activities necessary to
maintain LEA operations and services
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

EJSHS Building Leadership Team needs time to plan and discuss, assessment data being gathered to make instructional decisions for programming/curriculum/School Improvement Planning due to the pandemic. These meetings will address learning loss and high-yield strategies as well as research-based best practice per the KSDE site to use when providing instruction. These meetings will be held outside of the duty day. This funding would support paying teachers for the additional time worked.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,800
Budgeted Expenditures in SFY 2024	\$3,240
Total Expenditures	<u>\$5,040</u>

Status

Approved

ESSER III APPLICATION FOR D0363

Status
Approved

KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Holcomb	305 Wiley, Holcomb, KS 678510008	Box 8, Holcomb, KS 678510008
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Scott Myers	Scott.Myers@usd363.com	(620) 277-2629

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Scott Myers	Superintendent	scott.myers@usd363.com	(620) 277-2629

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1635513/USD_363_21-22_Back_to_School_Plan.pdf

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

From the onset of the pandemic, the Holcomb School System, USD 363, has worked closely with the Finney County Health Department, the Garden City School District, USD 457, and the Garden City Catholic School system to corroborate/coordinate pandemic statistics and mitigation efforts. Specifically, there is a standing weekly Thursday meeting via ZOOM where the County Indicators of the Pandemic are discussed, and the local data are shared. From these meetings, USD 363 examines the data and sets the Pandemic Response Level for the district for the next week. Our Levels span from Level One to Level Six. (Level One is "normal" schooling, and Level Six is "Full Remote Learning.")

Along with working with other local entities throughout the pandemic, the Holcomb School District has dedicated considerable funds to address the situation so as to do all we are able to stay in school with in-person learning. A hallmark of this plan has been the bringing on of additional professional staff members to work with the students in smaller student groupings. This simple yet powerful approach has allowed us to keep our students and staff members at CDC recommended distances. Along with this investment, we also have utilized other barriers to mitigate the spread of potential sickness. Plastic shields have been used to separate students when they aren't able to be three feet away from each other. This has proven to be effective.

The responses we take and implement are, once again, tied to our District Pandemic Learning Plan. As the numbers dictate a more severe response, we have moved to more and more restrictive responses so as to keep the spread of COVID in check, and we have been HIGHLY successful with this approach as we have not lost a single day of in-person schooling throughout the year due to COVID.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

The principals of all of our attendance centers pulled together various groups of students (Student Councils and various Student Clubs and Organizations and Individual Grade-level Classes) to discuss the pandemic and the fact that we have ESSER III monies to utilize to help them with their academic experience and journey. Considering the different levels of sophistication found within the different ages of our students, these conversations were tailored to meet their development levels, and we were pleased with the level of engagement demonstrated by our students as they took part in these conversations. We were also pleased with the divergent thinking expressed by some of our students who came up with viable ideas for helping them that we simply had not considered. Many of the ideas actually fit into the socio-emotional part of the world (which makes perfect sense), and are worth pursuing with other funding even if the ESSER III money cannot be used to complete that particular purchase – second graders wanted an ice cream machine.

Along with the focus group approach we employed, the middle school principal and high school principal disseminated surveys to their students, asking them how best we might provide for their needs with these funds. Once again, we were pleased with the level of maturity and depth of thinking that went into the responses we received. It was particularly rewarding that the efforts we have been engaged in throughout all of this (bringing on additional people to address learning loss and to prop up the students emotionally) were mentioned by the students time and again as a positive way to help support their needs.

Stakeholder Feedback

Student Subgroups - Who are the individuals representing these subgroups?

We took a broad approach to this, seeking feedback from the student body as a whole. All subgroups of the district - ESL, Migrant, Homeless, Low SES, Ethnic/Racial - were represented as they are a part of the student body as a whole. This was achieved by sending all students in those two attendance centers a survey seeking their input on how we should best use the monies to help them with their schooling experience in light of COVID. Along with that, though, the principals engaged with Student Council to hone in on the thinking of the student bodies.

At the elementary levels, classroom discussions took place regarding this. Then as was the case with the secondary division of the district, the feedback gleaned was then discussed with the Student Council in the 3-5 building. The PreK-2 attendance center does not have a Student Council.

Families

We have worked closely with the families of our students throughout the pandemic. Besides simply keeping them informed of the steps we have taken to ensure a safe and secure learning environment for our students and staff members, we also have very purposefully engaged with our people to help us in developing our ESSER support plan. Specifically, we conducted surveys and also had this topic of importance as a focus during our Building Site Council Meetings, our Parent Teacher Conferences and our District-Wide Site Council Summit meetings.

The feedback we continually received from the families of our students revolved around providing extended and enhanced learning opportunities for our students and for increased efforts in our socio-emotional approach here in district. As for the learning opportunities, we expanded Summer School and also added personnel to work at all levels with specified supports within our MTSS program. As for the socio-emotional side of things, we brought on four dedicated para professionals to help keep the students up to speed with their work if they ever were quarantined or were COVID positive. Also, we added in two Student Advocate positions to work with students who might be struggling with their schoolwork or with their adjustment to the stressors of the day.

School and District Administrators including Special Education Administration

As would be predicted, the work around the Pandemic fairly well sucked the air out of the room for the administrators of the district. MANY hours of hard work has taken place to ensure we have responded in a manner that set our people up for success, academically and health wise. The administrative team has weekly meetings to discuss how we may best meet the needs of our students, so we simply added into the mix the pandemic's impact on everything, making sure to be forward leaning as we discussed possible approaches to provide for our people, students and staff alike. Along with these meetings, the pandemic and the district's response to the pandemic was a major part of the annual Leadership Retreat we took this last summer. Also, we made sure to complete the required Building Needs Assessments with the filter of meeting the needs of our people due to the pandemic.

From all of this scrutiny, we decided the best way forward to meet the needs of our students was to invest in expanding our Summer School and in bringing on additional personnel to work with the students on their academic deficiencies caused by the disruption to their learning. Likewise, we brought on additional people to provide emotional supports for our students.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

So as to glean the best possible set of options for providing for our students, the administrative team very carefully involved our school staff in discussions about that very topic on multiple occasions. The topic of better serving our students was the repeated theme of monthly faculty meetings, the School Improvement Council, meetings with the Holcomb Association of Teachers, Building Leadership Team meetings, Department meetings, and Grade level meetings.

As was the case with the administrative team's thoughts, the staff came back to the importance of providing additional supports for our students both academically and with their socio-emotional needs. Also, the feedback we consistently received and continue to receive is it is a boon to all to bring on additional staff members to work with students on their learning loss and to provide support for any emotional struggles the students may be facing. Along with this support, the staff also saw the benefit of expanding our Summer School to include as many students as possible, not just for those students who did not do particularly well during the past academic year.

Tribes

Referring to our School Management System, we discovered thirteen of our families (fifteen students) identify themselves as Native American. This makes up 1.5% of the district's student population. Invitations were sent to these families to take part in a focus group to discuss ways for us to serve the needs of their students. While only two of the families were able to attend the meeting we held, we did receive valuable feedback regarding serving their needs.

Specifically, both families expressed appreciation for the efforts we have put forth to address any academic challenges their children faced due to the pandemic. Of particular merit, both families mentioned how important it was for us to have offered our enhanced and expanded Summer School opportunity as it helped their children gain academic skills. Also, the families appreciated the extra supports we have implemented in providing for the socio-emotional needs of their students as these supports have provided a foundation of support for their children when they experienced times of emotional acceleration.

Along with these responses, one of the families also thought we should take a look at our communication methods as there was an instance where the family received a truancy letter from the district when the County Health Officer ordered their child to be quarantined for several days. Obviously, this was an oversight on our part, and I apologized to the family for this occurring. This information was valuable for us to receive as the last thing we want to do is to add to any feelings of angst ever, but this is particularly true during trying times such as the COVID era.

Lastly, the other family mentioned how important it would be for us to provide tutoring services for the PARENTS in both math and ELA. This way they would be better prepared to help their children succeed academically. This family also mentioned it would be beneficial for us to provide to the families information for assisting their children in the transition from the middle school to the high school, both academically and socially.

Civil Rights Organization including Disability Rights Organizations

We reached out to the local United Way Chapter and Mosaic, a disabilities rights center for residents of Finney County, with a survey seeking feedback regarding ideas to meet the needs of our students.

While we did not hear back from anyone from United Way, I did have a conversation with the Executive Director of Mosaic, and he fully supports the steps we have taken to benefit all of our students. Specifically, we will maintain our dedication to providing additional academic help to address any learning loss that might have occurred during the pandemic. Along those lines, we will keep in place our enhanced Summer School and keep on board our professionals who work individually with the students on their academic needs. Along with the academic supports, we are also dedicated to maintaining our approach to providing socio-emotional supports for our students. The Student Advocate positions we have brought on to work with students who are struggling emotionally will be maintained as we move forward from here.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

We pulled together individuals representing ELL, Migrant, Foster Care and Homeless students to discuss how we might best leverage our ESSER III dollars to advantage these students. Through this conversation, it was patently clear the people have appreciated our efforts in meeting the learning loss of these students through our enhanced Summer School and through the additional professionals we brought on to work individually with the students in any areas of learning loss. This was especially true in areas of ELA and math. They also expressed their appreciation for the efforts we have taken to address socio-emotional needs of our students. The Student Advocates and the additional paraprofessionals we brought to the district have made a real difference to the general wellbeing of the students, thus allowing them the foundation needed to flourish in the academic setting.

Student Subgroups - Who are the individuals representing these subgroups?

Throughout the second semester of this school year, our local Directors of the various special populations - ELL, Migrant, Foster Kids, Homeless - engaged directly with families/guardians of these students to get their opinions and thoughts on how we might best address any needs that have surfaced due to the ravages and disruptive nature of COVID. We particularly honed in on any learning loss that occurred in hopes of providing these students with additional services to assist them in the educational journeys. Then, once we had gathered our information, we held a special meeting with the Directors and the other administrators of the district to set our sights on creating plans to build on our previous successes in serving these special populations, looking to make any needed adjustments.

Provide the public the opportunity to provide input and take such input into account

Throughout the Pandemic, we have engaged with our stakeholders to gain perspective on what they feel is needed to address the overall well-being of our students, academic and emotionally alike. From these ongoing conversations, we developed our approach to enhance and expand our Summer School program and our bringing on additional professionals to work with our students regarding their learning loss. Also, we used this information to build and then implement a strong approach to the socio-emotional needs of our students, creating two Student Advocate positions and four Homebound Instructional Liaisons to work closely with any students who might be struggling due to the stressors of the situation.

Upon creating and implementing these strategies, we have very didactically worked to keep our people informed of our efforts and the successes and growth areas we have experienced. We did this through Site Council Meetings, during Parent Teacher Conferences, the District Site Council Summit Meeting and during the Board of Education meetings. During all of these venues, we hold open discussions about how our efforts are faring and then discuss how we might need to adjust things as we continue through all of this. These rich and robust conversations have led us to building strategies and approaches that have benefited our students and staff alike.

Two distinct themes presented themselves throughout the engagement efforts we put forth. First, the people of the district see the benefit and logic of expending ESSER III monies on efforts that directly impact the learning loss of the students. Also, the people definitely see the virtue of providing additional supports to our students in regards to the socio-emotional needs. We will definitely build on our past successes within these two areas and move forward in a way that strives to meet the individual needs of each and every student in our school system.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

The pandemic has certainly taken its toll on our student body. This showed up both academically and through the sheer volume of disciplinary referrals we have experienced since the onset of the COVID Era.

Using Fast Bridge math data, the results within our ongoing assessing of our students' achievement has shown a downturn of success. Specifically, during the 2019-2020 school year, 47% of our 2nd – 12th graders showed up as experiencing "some or high risk." During 2020-2021 that percentage grew to be 50%, up by 3 percentage points in a year and half's time.

Similar results are found within our K- 1st grade Early Math program where 26% of our students were identified as having "some or high risk" in 2019-2020 and then grew to be 33% in 2020-2021.

Along with the math results we have experienced, our reading achievement results witnessed the same sort of slide. In 2019-2020 46% of our 2nd-12th graders were identified as having "some or high risk." By 2020-2021, that percentage grew to 52%!

Likewise, our K-1st grade Early Reading had 50% identified as having "some or high risk" in 2019-2020. In 2020-2021 that percentage grew to be 52%.

Along with this district data, the middle school quarterly F data grew in ways not seen in the past. During the 2019-2020 school year, there was an average of five F's per quarter earned by the student body. But, during the 2020-2021 school year that average grew to be TWENTY-EIGHT per quarter!

Along with the ravages COVID has had on our students' academic success, there has been an increase in instances in disciplinary issues across the entire district. Specifically, in the 2019-2020 school year across the district there were a grand total of fifteen days of ISS meted out to our student population, but in the 2021-2022 school year that number has grown to forty-two already for this school year, and we have another three months of school to go. Also, the sheer volume of instances of OSS went up during that same time period. In 2019-2020 there were five instances of OSS, but this school year has already seen a total number of fourteen OSS instances.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

The district is dedicated to strengthening our strategies we have implemented to address the learning loss of our student body. One approach has a direct impact on learning while our second strategy addresses socio-emotional needs of our students, thus providing them with the supports mentioned in "Maslow's Hierarchy of Needs" that must be present in order for a person to move up towards a state of "Self Actualization."

Academically, we will continue our efforts to enhance and expand our Summer School. In the past Summer School was pretty much voluntary, and we worked with the students who chose to attend. Starting last year, we examined our data and reached out and invited students to attend who had experienced learning loss, and we were pleased to have more students attend this learning opportunity than ever in the past. We will double down on these efforts to have even more students attend this learning opportunity so that we are able to continue to pinpoint the academic deficiencies of our students. This sets the students up for greater potential success as they come back to the school in August.

Along with this pointed effort, we plan to add to our approach of having additional professionals and paraprofessionals available to meet the needs of our students, particularly those students in Tiers Two and Three within our MTSS framework. We have expanded these efforts to the middle and high schools through the dedicated At-Risk Coordinator we brought on this past year. To help with all of this even more, we plan to bring on a middle /high school Academic Interventionist whose role will be to do an even deeper dive into the particular needs of each student who is struggling. This person will not only work with the students, but he will also provide supports to the middle school and high school teachers with strategies to facilitate academic growth in their classrooms.

As alluded to earlier, we are also dedicated to assisting our students with their socio-emotional health. Toward that end, we will maintain our two Student Advocate positions we created this past year, and we will maintain our extra paraprofessionals whose responsibilities include working with the students in smaller educational groups and being the go between with the families as the students miss school due to being quarantined or from testing positive to COVID. This simple yet powerful strategy was pivotal in keeping the students engaged with the school so that when they did return they didn't have to suffer through an extra acclimation period. They remained connected with the school and our staff. This has proven to be very important to the socio-emotional health of our students.

Along with this continued approach, we also are planning on bringing on an elementary art teacher who will function as a recreational therapist for our students. Having this dedicated professional working with our K-5 students will provide them with an outlet for their feelings and will help them deal with any potential disruptive trauma-based experiences they might be having. Providing this service will go a long way toward helping students regulate themselves when they are feeling accelerated. Along with this, though, we plan to outfit our two Sensory Rooms with a variety of therapeutic materials the students may use when in need to calm down. These overt approaches will have the impact of helping our students self-regulate, thus allowing them more time to engage in educational activities rather than having to deal with emotional outbursts.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

We will dedicate our remaining ARP ESSER funds to our enhanced and expanded June Summer School learning experience. Fortunately, we have the funds available to operate this portion of extended learning for the next two summers, so that helps us with honing our approaches to meeting the learning losses of our students. Along this line, we will continue our approach of inviting more students to attend these events and may even add in a "jump start" schooling approach in early August if it becomes evident there is a need for this sort of opportunity.

Also, we have plans to ramp up other "out of school" extended learning opportunities where we will be able to define the particular academic needs of our students who are not experiencing success. These tutoring events will be conducted by licensed teachers and will be personally built to meet the specific needs of the students who are participating.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

We have a strong Individual Plan of Study program here in our district. As a part of that work, we closely follow all academic, attendance and socio-emotional data for each one of our students. This is done at the building level through the School Intervention Team (SIT). But, the data are also examined at a macro level at the building level as well. This examination allows us to see how our efforts are impacting each student but also allows us to get a thorough understanding how our strategies and approaches are working on a grander scale.

Specifically, we gather pre and post testing data as a part of our Summer School program, Academic Growth data through our use of Fast Bridge three times a year, and through tracking the grades of our students, looking especially for trends that show if our efforts are helping improve the situation. Along with the academic data we gather, we also gather office referral data, detention data, ISS data and OSS data. This information is considered at the individual student level and at the building level and ultimately at the district level.

Along with the academic data and the data associated with disciplinary referrals, we also gather attendance data and data generated from the students regarding their emotional health. Each day all of the students engage in assessing their "state of emotional health" and report their feelings through a variety of means throughout the district (Google doc, report to teacher etc). Once again, these data are examined at the individual level, the building level and at the district level. Specific actions are then taken to assist individual students in need and for the entire building if the situation warrants.

Our data orientation definitely leads us down the path toward determining if our interventions and strategies are having the intended impact, thus setting us up for an opportunity to adjust things if need be.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,272,173	\$0	\$1,272,173	ESSER III Allocations	\$254,435
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,272,173	\$0	\$1,272,173	Amount Still Needed	\$254,435
In Review Total	\$1,272,173	\$0	\$1,272,173	In Review Total	\$365,697
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
363-3-0071	Direct	True	1000	110	11A	\$39,600	Task Force Review
363-3-0072	Direct	True	1000	120	11A	\$9,107	Task Force Review
363-3-0073	Direct	True	1000	220	11A	\$3,750	Task Force Review
363-3-0074	Direct	True	1000	260	11A	\$24	Task Force Review
363-3-0075	Direct	True	1000	610	11A	\$1,400	Task Force Review
363-3-0076	Direct	False	1000	110	10	\$95,387	Task Force Review
363-3-0077	Direct	False	1000	220	10	\$7,409	Task Force Review
363-3-0078	Direct	False	1000	260	10	\$63	Task Force Review
363-3-0079	Direct	False	1000	210	10	\$2,880	Task Force Review
363-3-0080	Direct	True	1000	120	10	\$252,488	Task Force Review
363-3-0081	Direct	True	1000	220	10	\$19,283	Task Force Review
363-3-0082	Direct	True	1000	260	10	\$223	Task Force Review
363-3-0083	Direct	True	1000	210	10	\$39,822	Task Force Review
363-3-0084	Direct	False	2660	120	3	\$80,000	Task Force Review
363-3-0085	Direct	False	2660	220	3	\$6,192	Task Force Review
363-3-0086	Direct	False	2660	260	3	\$80	Task Force Review
363-3-0087	Direct	False	2660	210	3	\$13,728	Task Force Review
363-3-0088	Direct	False	2300	120	3	\$49,726	Task Force Review
363-3-0089	Direct	False	2300	220	3	\$3,804	Task Force Review
363-3-0090	Direct	False	2300	210	3	\$6,864	Task Force Review
363-3-0091	Direct	False	2300	260	3	\$50	Task Force Review
363-3-0092	Direct	False	2100	120	10	\$83,333	Task Force Review
363-3-0093	Direct	False	2100	220	10	\$6,395	Task Force Review
363-3-0094	Direct	False	2100	210	10	\$1,684	Task Force Review
363-3-0095	Direct	False	2100	260	10	\$50	Task Force Review
363-3-0096	Direct	False	1000	110	16	\$81,150	Task Force Review
363-3-0097	Direct	False	1000	120	16	\$67,850	Task Force Review
363-3-0098	Direct	False	1000	220	16	\$11,398	Task Force Review
363-3-0099	Direct	False	2100	110	16	\$2,300	Task Force Review
363-3-0100	Direct	False	2100	120	16	\$3,450	Task Force Review

363-3-0101	Direct	False	2100	220	16	\$440	Task Force Review
363-3-0102	Direct	False	2200	110	16	\$1,150	Task Force Review
363-3-0103	Direct	False	2200	220	16	\$89	Task Force Review
363-3-0104	Direct	False	2300	110	16	\$1,150	Task Force Review
363-3-0105	Direct	False	2300	120	16	\$2,300	Task Force Review
363-3-0106	Direct	False	2300	220	16	\$265	Task Force Review
363-3-0107	Direct	False	2400	110	16	\$4,600	Task Force Review
363-3-0108	Direct	False	2400	120	16	\$6,900	Task Force Review
363-3-0109	Direct	False	2400	220	16	\$880	Task Force Review
363-3-0110	Direct	False	2500	120	16	\$4,600	Task Force Review
363-3-0111	Direct	False	2500	220	16	\$352	Task Force Review
363-3-0112	Direct	False	2600	120	16	\$26,450	Task Force Review
363-3-0113	Direct	False	2600	220	16	\$2,024	Task Force Review
363-3-0114	Direct	False	2700	120	16	\$14,950	Task Force Review
363-3-0115	Direct	False	2700	220	16	\$1,139	Task Force Review
363-3-0116	Direct	False	3100	120	16	\$14,300	Task Force Review
363-3-0117	Direct	False	3100	220	16	\$1,094	Task Force Review
363-3-0118	Direct	False	1000	644	12	\$250,000	Task Force Review
363-3-0119	Direct	False	1000	644	12	\$50,000	Task Force Review

Line Item Details

Line Item ID: 363-3-0071

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

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

Adjust budget; 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	\$19,800
Total Expenditures	<u>\$39,600</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Doubled the amount by adding SFY 2024

Line Item ID: 363-3-0072

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

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

Adjust budget; 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

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$4,706
Budgeted Expenditures in SFY 2024	\$4,401
Total Expenditures	<u>\$9,107</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$1,589 SFY 2023

Line Item ID: 363-3-0073

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

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

Adjust budget; 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	\$1,875
Budgeted Expenditures in SFY 2024	\$1,875
Total Expenditures	<u>\$3,750</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$1,636 SFY 2023

Line Item ID: 363-3-0074

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

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

Adjust budget; 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 \$0

Budgeted Expenditures in SFY 2024 \$24

Total Expenditures \$24

Status

Task Force Review

Line Item Comment from KSDE

Approved at the October 2022 State Board Meeting

Line Item ID: 363-3-0075

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

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

Adjust budget; 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	\$700
Budgeted Expenditures in SFY 2024	\$700
Total Expenditures	<u>\$1,400</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$800 SFY 2023

Line Item ID: 363-3-0076

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

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

Adjust budget; 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.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$47,023
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Budgeted Expenditures in SFY 2024	\$48,364
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Total Expenditures	\$95,387
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Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$43,000 SFY 2023

Line Item ID: 363-3-0077

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

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

Adjust budget; 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** \$3,709**Budgeted Expenditures in SFY 2024** \$3,700**Total Expenditures** \$7,409**Status**

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$3,290 SFY 2023

Line Item ID: 363-3-0078

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

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

Adjust budget;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** \$15**Budgeted Expenditures in SFY 2024** \$48**Total Expenditures** \$63**Status**

Task Force Review

Line Item Comment from KSDE

Approved at the October 2022 State Board Meeting

Line Item ID: 363-3-0079

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

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

Adjust budget;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** \$1,440**Budgeted Expenditures in SFY 2024** \$1,440**Total Expenditures** \$2,880**Status**

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$6,864 SFY 2023

Line Item ID: 363-3-0080

Allocation Type

Direct Allocation

Is 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

Adjust budget;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 as 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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$29,932
Budgeted Expenditures in SFY 2024	\$222,556
Total Expenditures	\$252,488

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$188,550 SFY 2023

Line Item ID: 363-3-0081

Allocation Type

Direct Allocation

Is 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

Adjust budget;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** \$2,257**Budgeted Expenditures in SFY 2024** \$17,026**Total Expenditures** \$19,283**Status**

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$189 SFY 2023

Line Item ID: 363-3-0082

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

Unemployment-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

Adjust budget;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** \$0**Budgeted Expenditures in SFY 2024** \$223**Total Expenditures** \$223**Status**

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$45,504 SFY 2023

Line Item ID: 363-3-0083

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

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

Adjust budget;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** \$5,166**Budgeted Expenditures in SFY 2024** \$34,656**Total Expenditures** \$39,822**Status**

Task Force Review

Line Item Comment from KSDE

See line above

Line Item ID: 363-3-0084

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

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

Adjust budget;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.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$40,000
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Budgeted Expenditures in SFY 2024	\$40,000
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Total Expenditures	\$80,000
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Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$40,000 SFY 2023

Line Item ID: 363-3-0085

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

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

Adjust budget;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** \$3,096**Budgeted Expenditures in SFY 2024** \$3,096**Total Expenditures** \$6,192**Status**

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$3,096 SFY 2023

Line Item ID: 363-3-0086

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

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

Adjust budget;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** \$40**Total Expenditures** \$80**Status**

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$40 SFY 2023

Line Item ID: 363-3-0087

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

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

Adjust budget;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** \$6,864**Budgeted Expenditures in SFY 2024** \$6,864**Total Expenditures** \$13,728**Status**

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$6,864 SFY 2023

Line Item ID: 363-3-0088

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

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

Adjust budget; 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.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$49,726**Total Expenditures** \$49,726**Status**

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$25,222 SFY 2023

Line Item ID: 363-3-0089

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

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

Adjust Budget; 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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$3,804
Total Expenditures	\$3,804

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$1,930 SFY 2023

Line Item ID: 363-3-0090

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

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

Adjust budget; 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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$6,864
Total Expenditures	\$6,864

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$4,576 SFY 2023

Line Item ID: 363-3-0091

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

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

Adjust Budget; 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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$50
Total Expenditures	\$50

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$25 SFY 2023

Line Item ID: 363-3-0092

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

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

Adjust Budget; 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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$33,333
Budgeted Expenditures in SFY 2024	\$50,000
Total Expenditures	<u>\$83,333</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$3,344 SFY 2023

Line Item ID: 363-3-0093

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

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

Adjust Budget; 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.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$2,570
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Budgeted Expenditures in SFY 2024	\$3,825
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Total Expenditures	\$6,395
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Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$27,500 SFY 2023

Line Item ID: 363-3-0094

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

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

Adjust Budget;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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$244
Budgeted Expenditures in SFY 2024	\$1,440
Total Expenditures	\$1,684

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$2,104 SFY 2023

Line Item ID: 363-3-0095

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

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

Adjust Budget;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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$50
Total Expenditures	\$50

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$4,576 SFY 2023

Line Item ID: 363-3-0096

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

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

Adjust Budget;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.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$35,000
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Budgeted Expenditures in SFY 2024	\$46,150
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Total Expenditures	\$81,150
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Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$182,470 SFY 2023

Line Item ID: 363-3-0097

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

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

Adjust Budget;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.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$29,500
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Budgeted Expenditures in SFY 2024	\$38,350
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Total Expenditures	\$67,850
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Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$69,390 SFY 2023

Line Item ID: 363-3-0098

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

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

Adjust Budget;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** \$4,934**Budgeted Expenditures in SFY 2024** \$6,464**Total Expenditures** \$11,398**Status**

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$19,267 SFY 2023

Line Item ID: 363-3-0099

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

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

Adjust Budget;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.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$1,000
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Budgeted Expenditures in SFY 2024	\$1,300
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Total Expenditures	\$2,300
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Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$7,710 SFY 2023

Line Item ID: 363-3-0100

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

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

Adjust Budget;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.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$1,500
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Budgeted Expenditures in SFY 2024	\$1,950
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Total Expenditures	<u>\$3,450</u>
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Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$5,140 SFY 2023

Line Item ID: 363-3-0101

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

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

Adjust Budget;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	\$191
Budgeted Expenditures in SFY 2024	\$249
Total Expenditures	\$440

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$983 SFY 2023

Line Item ID: 363-3-0102

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

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

Adjust Budget;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.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$500
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Budgeted Expenditures in SFY 2024	\$650
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Total Expenditures	<u>\$1,150</u>
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Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$2,570 SFY 2023

Line Item ID: 363-3-0103

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

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

Adjust Budget;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	\$39
Budgeted Expenditures in SFY 2024	\$50
Total Expenditures	\$89

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$197 SFY 2023

Line Item ID: 363-3-0104

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

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

Adjust Budget;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.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$500
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Budgeted Expenditures in SFY 2024	\$650
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Total Expenditures	<u>\$1,150</u>
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Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$2,570 SFY 2023

Line Item ID: 363-3-0105

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

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

Adjust Budget;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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,000
Budgeted Expenditures in SFY 2024	\$1,300
Total Expenditures	<u>\$2,300</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$5,140 SFY 2023

Line Item ID: 363-3-0106

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

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

Adjust Budget;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	\$115
Budgeted Expenditures in SFY 2024	\$150
Total Expenditures	<u>\$265</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$590 SFY 2023

Line Item ID: 363-3-0107

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

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

Adjust Budget;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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,000
Budgeted Expenditures in SFY 2024	\$2,600
Total Expenditures	<u>\$4,600</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$7,710 SFY 2023

Line Item ID: 363-3-0108

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

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

Adjust Budget;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.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$3,000
Budgeted Expenditures in SFY 2024	\$3,900
Total Expenditures	<u>\$6,900</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$15,420 SFY 2023

Line Item ID: 363-3-0109

Allocation Type

Direct Allocation

Is this 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

Adjust Budget;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	\$383
Budgeted Expenditures in SFY 2024	\$497
Total Expenditures	<u>\$880</u>

Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$1,770 SFY 2023

Line Item ID: 363-3-0110

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

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

Adjust Budget;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.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$2,000
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Budgeted Expenditures in SFY 2024	\$2,600
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Total Expenditures	\$4,600
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Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$10,280 SFY 2023

Line Item ID: 363-3-0111

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

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

Adjust Budget;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** \$153**Budgeted Expenditures in SFY 2024** \$199**Total Expenditures** \$352**Status**

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$787 SFY 2023

Line Item ID: 363-3-0112

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

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

Adjust Budget;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.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$11,500
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Budgeted Expenditures in SFY 2024	\$14,950
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Total Expenditures	\$26,450
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Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$64,250 SFY 2023

Line Item ID: 363-3-0113

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

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

Adjust Budget;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** \$880**Budgeted Expenditures in SFY 2024** \$1,144**Total Expenditures** \$2,024**Status**

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$4,915 SFY 2023

Line Item ID: 363-3-0114

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

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

Adjust Budget;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.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$6,500
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Budgeted Expenditures in SFY 2024	\$8,450
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Total Expenditures	\$14,950
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Status

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$35,980 SFY 2023

Line Item ID: 363-3-0115

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

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

Adjust Budget;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** \$496**Budgeted Expenditures in SFY 2024** \$643**Total Expenditures** \$1,139**Status**

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$2,752 SFY 2023

Line Item ID: 363-3-0116

Allocation Type

Direct Allocation

Is this 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

Adjust Budget;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.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,500**Budgeted Expenditures in SFY 2024** \$7,800**Total Expenditures** \$14,300**Status**

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$33,410 SFY 2023

Line Item ID: 363-3-0117

Allocation Type

Direct Allocation

Is this 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

Adjust Budget;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** \$497**Budgeted Expenditures in SFY 2024** \$597**Total Expenditures** \$1,094**Status**

Task Force Review

Line Item Comment from KSDE

Change Request: Previously approved for \$2,556 SFY 2023

Line Item ID: 363-3-0118

Allocation Type

Direct Allocation

Is this 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 ESSER III

Account Number

34365

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; Purchasing evidence-based curriculum. We need to address Core Instruction to impact the learning loss we suffered due to COVID. Our district's math Kansas State Assessment Scores need to improve, and the most impactful way to do that is through the adoption and implementation of a new K-12 math curriculum for Tier I instruction. Toward that end, we will be reviewing math curriculum choices during the fall of 2023 with a purchase being made in the winter of 2023 and/or spring of 2024. This timeline will allow us to engage in the professional learning for the staff needed to be positioned to implement the new curriculum in August of 2024 with fidelity. This use of ESSER III monies will impact over one thousand students, this the amount of funding needed.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$0
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Budgeted Expenditures in SFY 2024	\$250,000
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Total Expenditures	\$250,000
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Status

Task Force Review

Line Item Comment from KSDE

New Line Item

Reminder: Subscriptions that extend beyond the obligation date must be prorated

Line Item ID: 363-3-0119

Allocation Type

Direct Allocation

Is this 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 ESSER III

Account Number

34365

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; Purchasing evidence-based curriculum. To further address learning loss due to COVID, we need to take additional actions within this realm of curriculum. While the adoption of a new Core Math curriculum is essential and will play a pivotal part in our efforts, we are also in need of additional resources to impact our Tier II and Tier III students. Simply, the Core instruction just isn't enough. To address this, we need to purchase a variety of workbooks, manipulatives and digital resources that will target academic needs of our students in a more surgical manner.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$0
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Budgeted Expenditures in SFY 2024	\$50,000
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Total Expenditures	\$50,000
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Status

Task Force Review

Line Item Comment from KSDE

New Line Item

Reminder: Subscriptions that extend beyond the obligation date must be prorated

ESSER III APPLICATION FOR D0408

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>
Marion-Florence	101 N Thorp, Marion, KS 668611125	101 N Thorp, Marion, KS 668611125
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Lee Leiker	lee@usd408.com	(620) 382-2117

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Kristi Mercer	Clerk of the Board	mercekri@usd408.com	(620) 382-2117
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Jordan Metro	metrojor@usd408.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/1522681/USD_408_Plan_1-19-22_BOE__Approved__1_.pdf

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

We would like to purchase some new touchless water fountains to help eliminate possible exposure points. We would also like to purchase a couple of additional school buses and an activity bus to allow for social distancing on buses. We would be able to send multiple buses to a sporting event if needed as well as make some of our routes shorter to allow for fewer kids on a bus as well as shortened time on the bus.

We would like to replace our phone and intercom system to allow for better paging into classrooms as well as being able to contact classrooms without sending additional individuals into a room to make contact. This will be beneficial in the case of a quarantined classroom.

To assist with the increased testing and contact tracing that our school nurse does, we would like to hire a part-time nurse to assist with the nurse duties that are being neglected.

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

There are students included in the High School Building Improvement Team. We received feedback from students on what summer learning options were needed at the High School. During parent/teacher conferences in Spring of 2021 and Fall of 2021, students attended the conferences in some cases. They were allowed to contribute to the conference. They described their struggles with learning during the pandemic, especially when they were forced to learn remotely, or were missing school for quarantines. The students helped identify the subjects they struggled the most in, especially when learning remotely.

Families

We sent a survey out to all parents asking for input on the District's response to the pandemic and what they suggested for improvements. All families had the opportunity to respond to the survey. We had 295 responses out of the roughly 350 families that would have received the survey. We received feedback on how online learning went during the initial part of the pandemic and most were agreeable that their children needed to be in the classroom learning new things, not just maintaining what they had already learned. They were also concerned with the safety of the buildings.

We also met with parents through our Building Improvement Team meetings to get more perspectives on how the funds should be spent. Each building had 2 - 5 parents on their Building Improvement Team. Parents at the BIT meetings shared concerns regarding social distancing requirements and learning loss during the online timeframe of the pandemic.

Parents were talked to during the parent/teacher conferences during the pandemic. The Fall conferences were mandatory, and we had high attendance at the Fall 2021 conferences. In some instances, the students were included in the conferences, too. While reviewing test scores from the previous year and the NWEA testing done in Fall 2021, parents shared their concerns with math scores going backwards in some cases or not increasing like you would expect them to from fall 2020 to spring 2021.

School and District Administrators including Special Education Administration

The School and District Administrators met on a weekly basis to determine the needs of the District as it pertained to our ESSER III Plan. We discussed how to improve our facilities to allow for increased social distancing, air flow/ventilation and cleaning. We also discussed the learning loss that had taken place during the pandemic and worked on plans to allow for increased learning opportunities as well as targeting the areas that showed the most consistent learning loss. The group also discussed the need for retention bonuses to encourage our staff to continue working for the District and not leave education due to the added responsibilities we were placing on the staff as well as the health concerns.

School and District Administrators also reached out to their peers in other Districts to gain ideas on how other Districts were putting together their plans and what they were focusing on.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

Principals met with teachers in their buildings to discuss the needs within each building in regards to improving facilities for social distancing, cleaning, ventilation. They also reviewed test scores to help identify areas of learning loss that could be attributed to the pandemic. Teachers helped plan for summer school learning opportunities that could be offered to focus on the students that suffered the most learning loss and weren't covered by other summer school sessions.

The District School Improvement Team also met several times during the school year to discuss curriculum and ideas on how to address the learning loss as well as identifying curriculum they wanted to recommend to purchase.

Tribes

Even though we do have some Native American Students, the number of families and students who are Native American is relatively small. We did not have any Native American families return our survey. We did visit with the parents and students of these families during Parent/Teacher conferences, and like many of our families, they are concerned about the safety of our schools and disinfecting of surfaces within our schools throughout the day.

Civil Rights Organization including Disability Rights Organizations

We reached out to the Kansas Action for Children to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights and the opening of schools for in person education. The Kansas Action for Children representative suggested we focused on the physical infrastructure of our schools to provide clean air and increased disinfecting, to provide as much touchless technology as possible in the daily operation of our schools, to address teacher retention, to focus on student nutrition, to limit visitors by doing virtual governance and communication, and to maintain as much social distancing as possible.

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

District Administrator met with the County Health Nurse to formulate plans for what changes needed to be made to our facilities to help mitigate exposure.

We also work closely with our local Families and Communities Together organization as well as local social case workers to determine changes needed to help address the needs of our children in foster care as well as the underserved students in our District. This collaboration was during normal meetings that the Families and Communities Together organization conducted as well as informal conversations with the Director as well as a Prairie View Case Worker that our District works very closely with.

We have worked with our Site Councils to discuss and develop safety strategies and support plans to reopen schools safely and to adjust our educational plans and policies to meet the needs of our various student subgroups. We are working closely with our Special Education Cooperative (MCSEC) to implement strategies for improved learning for our students on IEP's and students with disabilities, while maintaining safe and healthy educational environments. This includes regular meetings with Special Education Teachers, School Psychologists, and Counselors to quickly address needs of special education students and our English Language Learners. In developing our ESSER support plan, we have coordinated with the Marion Police Department to identify homelessness or any incarcerated within our district in order to quickly contact these families and address their personal and educational needs. Most of our foster care students also have an IEP and are part of the group that are benefitting from intervention strategies utilized through special education for safe and supportive schools. Survey data from foster care families and migratory families not on an IEP, have similar concerns with the health and safety of students and will be addressed through strategies and plans that meet the needs of all students within the district.

Provide the public the opportunity to provide input and take such input into account

Administrators and Board Members fielded questions and suggestions from the general public as they were approached at various events or in public settings. While we did not have a formal survey of the public, our administrators and board members have informally requested suggestions and feedback from the general public in their everyday dealings with the community. A large portion of our community are parents and grandparents of the children we serve and included in other stakeholder areas of this survey.

Feedback received included the need to address the learning loss that our students incurred during the pandemic, especially during the timeframe that we were forced to be remote learning. They also have expressed the need to retain quality teachers and staff to help keep a stable learning environment. They also indicated a need to address the mental well being of our students and help address the mental health issues that were created by the pandemic.

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 408 has approximately 500 students PreK-12 enrolled at two attendance centers. The first attendance center is a PreK-5 building and the second location houses a 6-8 middle school and a 9-12 high school. In March of 2020, the school year abruptly changed due to the coronavirus and the remainder of the 2019-2020 school year was cut short and completed through remote learning. The shortened year and the remote learning did not meet the educational needs of most of the students. The start of the 2020-2021 academic year was delayed due to Covid-19 and the year also was plagued with considerable remote learning for the students. This delay and remote education exacerbated the instructional and educational loss for the students. The 2021-2022 school year was once again tormented with challenges due to the ongoing coronavirus pandemic. There were continual quarantines of both students and staff, low attendance rates, chronic absenteeism, disrupted learning, and significant learning loss.

Our high school ACT scores document continual declining scores in all tested areas. Math scores have fallen from 21.4 in 2018-2019 to 18.8 in 2021-2022. Reading declined from 22.3 in 2018-2019 to 19.5 in 2021-2022. English scores fell from 20.7 in 2018-2019 to 17.3 in 2021-2022. Science scores dropped from 21.2 in 2018-2019 to 19.4 in 2021-2022. STEM scores fell from 21.6 in 2018-2019 to 19.3 in 2021-2022 and the Composite scores went from 21.6 to 18.8 during the same time period. Historically, the ACT scores for district students have either risen or at least been sustained near the 2018-2019 levels and they have never consistently fallen across the board as the data currently shows.

Our NWEA testing data, as well as our FastBridge data from the spring of the 2021-2022 academic year have revealed two areas of concern: The range between the high performing student scores and the low performing student scores has broadened. Also, the number of students scoring in the "some risk" and the "high risk" categories has increased. These two concerns are evident in both reading and math in both the elementary school and the middle 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)

We are providing afterschool homework assistance for grades 6-12 one day a week. This allows students to get additional one-on-one assistance if they need assistance. This helps students that are falling behind due to increase absences from being ill or quarantined. It also provides the opportunity for those students that are struggling with concepts in their classes due to learning loss that occurred during the previous two years and is impacting their level of understanding.

We are offering Summer School to the lowest 6-8 students who are not on an IEP in each grade level, grade K-5. We have always had a SPED Summer School, but this will hit the students that are not necessarily low enough to meet having an IEP, but do not meet the levels in the regular education classroom. The students were chosen through Fastbridge data and combined with the needs in each reading and math.

We are also offering a musical theatre summer camp for grades 3-12 to help offset missed opportunities in the fine arts during the past two and a half years.

We are also offering a math summer program for 8th graders going into high school to help them learn algebra to better prepare them for high school math courses. This population has suffered learning loss in math and are not as prepared for the high school math courses.

Over 20% of our ESSER funds will be used to address the negative academic impact that was created by the lost instructional time from Covid-19. We will be purchasing curriculum materials and STEM equipment to address learning loss. We will put a strong focus on core academic areas at all grade levels. We will be providing extra study times outside the school day where teachers will be available to help students regain educational levels that reflect our pre-coronavirus data. We will also provide online opportunities to help students who are struggling with coursework. In order that high school students will have the opportunity to still be on track to graduate as scheduled, we will use ESSER funds to provide credit recovery opportunities for students who need it. We will also be using ESSER funds to hire and train additional aides in order to provide additional one-on-one education for those students who show some of the greatest academic loss through the pandemic. Funds will also be utilized to purchase technology equipment to allow students greater access to the internet in order to access learning tools that will enhance learning outside the regular school day.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

We will pay a staff retention incentive to encourage our staff members to continue to work in our District. It has become increasingly harder to find teachers and support staff to be willing to work in the education setting due to the ever changing requirements of the pandemic as well as the personal health concerns.

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.

Over 20% of our ESSER funds will be used to address the negative academic impact that was created by the lost instructional time from Covid-19. We will be purchasing curriculum materials and STEM equipment to address learning loss. We will put a strong focus on core academic areas at all grade levels. We will be providing extra study times outside the school day where teachers will be available to help students regain educational levels that reflect our pre-coronavirus data. We will also provide online opportunities to help students who are struggling with coursework. In order that high school students will have the opportunity to still be on track to graduate as scheduled, we will use ESSER funds to provide credit recovery opportunities for students who need it. We will also be using ESSER funds to hire and train additional aides in order to provide additional one-on-one education for those students who show some of the greatest academic loss through the pandemic. Funds will also be utilized to purchase technology equipment to allow students greater access to the internet in order to access learning tools that will enhance learning outside the regular school day.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$606,625	\$0	\$606,625	ESSER III Allocations	\$121,325
Approved Total	\$420,126	\$0	\$420,126	Approved Total	\$145,329
Amount Left	\$186,499	\$0	\$186,499	Amount Still Needed	\$0
In Review Total	\$169,182	\$0	\$169,182	In Review Total	\$0
Amount Left	\$17,317	\$0	\$17,317	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
408-3-0007	Direct	False	1000	700	13	\$169,182	Task Force Review
408-3-0008	Direct	False	1000	610	7	\$5,593	Approved
408-3-0009	Direct	False	1000	110	4	\$72,000	Approved
408-3-0010	Direct	True	1000	110	4	\$35,226	Approved
408-3-0011	Direct	False	1000	610	12	\$53,882	Approved
408-3-0001	Direct	False	1000	110	4	\$87,500	Approved
408-3-0004	Direct	True	1000	610	12	\$5,036	Approved
408-3-0005	Direct	False	1000	610	12	\$55,822	Approved
408-3-0006	Direct	True	1000	110	4	\$105,067	Approved

Line Item Details

Line Item ID: 408-3-0007

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

ESSERF

Account Number

6510006100000000

Function Code

1000 - Instruction

Object Code

700 - PROPERTY

Allowable Use

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

The District replaced the HVAC system in our middle school and part of our elementary school after the start of the pandemic. The new HVAC has filters in place to help reduce the virus transmission through air. It also makes it possible to heat and cool the various rooms in the building to allow for doors to be closed, thus reducing transmission from room to room. This system was purchased with a lease/purchase option.

Our Capital Improvement request was submitted in September. I have reached out to see if it was approved every month since January with no answers. Is there someone else this can be sent to?

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$169,182
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$169,182

Status

Task Force Review

Line Item Comment from KSDE

Allowable if CDC guidelines are met.

Line Item ID: 408-3-0008

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

ESSERF

Account Number

6510006100000000

Function Code

1000 - Instruction

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

The District has increased the amount of cleaning and disinfecting in our buildings since the start of the pandemic. This particular item is for the cleaning chemicals we purchased for cleaning during the first semester of SFY2023. This would include disinfectants, hand sanitizer, hand soap and mopping chemicals.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,593
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$5,593</u>

Status

Approved

Line Item ID: 408-3-0009

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

ESSERF

Account Number

6510001100000000

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

In order to encourage staff to remain with our District to reduce the amount of turnover, we would like to provide a retention pay to our staff. While continuing to address the learning loss our students incurred during the pandemic, it is important to have consistent staff. Having consistent staff will help enable us to deliver seamless instruction for our students.

We would like to make the following payments:

Certified Staff - 43 staff - \$43,000 and anticipate paying this on 6/15/2023

Classified Staff - 33 staff - \$29,000 and anticipate paying this on 6/25/2023

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$72,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$72,000</u>

Status

Approved

Line Item ID: 408-3-0010

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

ESSERF

Account Number

6510001100000000

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

Our Fastbridge, State Assessments, and local assessments showed our middle students have fallen behind in math and ELA due to lost instructional time and remote learning time that were a direct result of Covid.

In school year 2021-2022 we added a part-time aide position to our middle school staff to help address learning loss that was identified in that age group. This position was added to specifically help students in our lower math and ELA classes. By adding this aide position, we were able to have someone available for those students that suffered learning loss but do not have an IEP to allow them para support. This also gave us the flexibility to have extra support for those with IEPs as well. Our low income and students with disabilities make up the majority of our lower level math and ELA classes. Having an aide available that can work with our students that have been identified as having significant loss will give them additional opportunities to overcome the learning loss they experienced during covid. We utilized this position for 2022-2023 as well.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$17,333
Budgeted Expenditures in SFY 2023	\$17,893
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$35,226</u>

Status

Approved

Line Item ID: 408-3-0011

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

ESSERF

Account Number

6510006100000000

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

We would like to purchase new math curriculum for 6th- 8th grade that will target areas in which our Fastbridge, State Assessments, and local assessments showed our middle school students have fallen behind due to lost instructional time and remote learning time that were a direct result of Covid. The new math curriculum is designed to provide increased remedial and review material, while also progressing students with the essential knowledge to be prepared for each upcoming year. While our data shows overall learning loss in math, our students with IEP's suffered significant loss, which we believe this math curriculum addresses well. Ultimately, this new math curriculum is essential to help us to recover the documented learning loss suffered through the Covid years in order to get middle school students properly prepared to be successful in high school. We already purchased this curriculum for our PK-5th grade, so it will be beneficial to align with our elementary curriculum and build off of what they are using.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$53,882
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$53,882</u>

Status

Approved

Line Item ID: 408-3-0001

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

ESSERF

Account Number

6510001100000000

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

These expenditures were for retention pay for our staff. We wanted to encourage staff to remain with our District so that we didn't have a high turnover. With the learning loss our students incurred, having a consistent staff would enable us to deliver seamless instruction to address the needs of those students.

Certified Staff - 54 staff \$53,500, paid 12/14/2021

Classified Staff - 40 staff \$34,000, paid 12/20/2021

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$87,500
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$87,500</u>

Status

Approved

Line Item Comment from KSDE

Justification: Clarification – Please provide additional premium pay information regarding the incentive, the number of staff to be paid (reported in categories if applicable), the premium pay amount(s) and the anticipated payment date.

Line Item ID: 408-3-0004

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

ESSERF

Account Number

6510001100000000

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

This program is for intensive phonics training for grades 3 - 5. This will help address learning loss that was identified as a result of the pandemic. Utilizing our Fastbridge testing data combined with observations, we identified groups for MTSS that will use this new curriculum. The MTSS groups serve students with disabilities as well as regular education students that are struggling with reading.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$5,036
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$5,036</u>

Status

Approved

Line Item ID: 408-3-0005

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

ESSERF

Account Number

6510006100000000

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

The new math curriculum for PK-5th grade was specifically purchased to target areas in which our Fastbridge, State Assessments, and local assessments showed our elementary students have fallen behind due to lost instructional time and remote learning time that were a direct result of Covid. The new math curriculum is designed to provide increased remedial and review material, while also progressing students with the essential knowledge to be prepared for each upcoming year. While our data shows overall learning loss in math, our students with IEP's suffered significant loss, which we believe this math curriculum addresses well. Ultimately, this new math curriculum is essential to help us to recover the documented learning loss suffered through the Covid years in order to get elementary students properly prepared to be successful in middle school and high school.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$55,822
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$55,822</u>

Status

Approved

Line Item ID: 408-3-0006

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

ESSERF

Account Number

6510001100000000

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

Our Fastbridge, State Assessments, and local assessments showed our elementary students have fallen behind due to lost instructional time and remote learning time that were a direct result of Covid. In school year 2021-2022 we added a third section to our fifth grade for that year to help address learning loss that was identified in that specific grade. This grade had overall learning loss but the students with IEP's suffered significant loss. We felt that giving this class a lower teacher to student ratio would help them gain back some of the learning loss they experienced and give them a better chance of being successful in middle school the following year.

In school year 2022-2023, we took that extra teacher and created a Title I Math program to address the learning loss for the elementary students as a whole. Having a Title I teacher that can work with our students that have been identified as having significant loss will give them additional opportunities to overcome the learning loss they experienced during covid. Our low income and students with disabilities make up the majority of our Title I Math students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$49,864
Budgeted Expenditures in SFY 2023	\$55,203
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$105,067</u>

Status

Approved

ESSER III APPLICATION FOR D0446

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>
Independence	517 North 10th Street, Independence, KS 673010487	P O Drawer 487, Independence, KS 673010487
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Jason McAfee	jmcafee@indyschools.com	(620) 332-1800

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Kellie Puderbaugh	District Director of Learning Services	kpuderbaugh@indyschools.com	(620) 332-1800

<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>
Rusty Arnold	rarnold@indyschools.com

<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>
Gina Godinez	ggodinez@indyschools.com

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

Currently: indyschools.com/; After April 4: <https://independenceschooldistrictks.sites.thrillshare.com/page/safe-return-to-school>

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

USD 446 plans to use funds in the area of Technology. During the pandemic, it became very clear to us that we did not have a good infrastructure, nor did we have the number and types of device to adequately serve our kids. Independence Public Schools has a significant proportion of students who cannot access Internet from their homes. It is critical that our students be able to work remotely should the need arise. But it is equally critical that they have access to the technology they need on a day-to-day basis in our buildings to help close achievement gaps exacerbated by the pandemic. Many of our initiatives for closing the achievement gap includes being able to access individualized online learning programs to support differentiated reading and math instruction. Our plan is to purchase devices that allow us to be a one-to-one district K-12. 6th-12th grade students will be allowed to take their devices home.

Another area that we will use our ESSER funds is to support the purchase of math and reading individualized online instructional tools. The learning loss attributed to the pandemic must be mitigated. We have identified for reading support

Lexia Core 5 for K-5th grade students, Lexia Power Up for 6th-12th grade students still struggling with structured literacy gaps, and Reading Plus for 6th-12th grade students to improve upon reading fluency and comprehension. We have also identified Istation for K-1st grade math online differentiated support and IXL for 2nd-8th grade math online differentiated support. We have created a schedule which allows for additional supplemental support in both math and reading for all students, again this additional support supplements but does not supplant core math and reading instruction. We have also created a plan that provides Tier 2 and 3 math and reading support based on diagnostic data.

Another area that we will use our ESSER funds is to support additional staffing/personnel:

- Tier 2-3 reading and math support, to include additional classroom aides and reading/math intervention at Eisenhower, Jefferson, IMS, and IHS. We will use this staff to provide additional pull-out and push-in support for reading and math as well as small group instruction to address learning gaps exacerbated by the pandemic.
- School-to-Home Coordinators at all levels to support our mental health, social emotional learning, and tutoring/mentoring initiatives.
- JAG at IMS/IHS: Jobs for America's Graduates is an elective students can participate in, and the program coordinators work to place our kids in jobs as they graduate from high school. Students learn valuable life skills throughout the program and be given opportunities for job shadowing, college visits, and community service.
- Communities in Schools Mid America is a program provides for an onsite point of contact to serve as liaison to school administrators, staff, organizations, and volunteers and to work one-on-one with students to coordinate services and resources students need to ensure that they can thrive in and beyond the classroom. CIC offers identified at-risk students, and their families, access to services needed to solve social, educational, health, and emotional problems impeding student success.
- AVID at IMS/IHS: AVID (Achievement Via Individual Determination) is an evidence-based program supporting students from under-represented populations in preparation of college-career. This programming provides specific curriculum to focus on study skills, soft skills to include resume building, scholarship/FAFSA application, and college visits.
- Additional Custodial Staff at all levels to support keeping our buildings as virus-free as possible in order to combat Covid-19.
- Additional Technology Staff to support implementation of 1:1 technology initiative.

We also will continue to address student Individual Plans of Study through the use of Xello programming. This online tool allows students to create their individual plans of study, explore career opportunities, complete career inventories, resumes, cover letters, and letters of recommendation. This data helps guide job shadowing and internships our high school students do locally.

We will also be adding a one-on-one mentoring program called TeamMates. TeamMates is a national program that matches a mentor with a student across multiple years, with scholarship opportunities for students who participate at least three years. We will continue to offer academic tutoring opportunities before and after school to all students in third through 12th grade as needed.

Additionally we will offer a four-week summer school session for all 6th-8th grade students who have failed at least two core subjects or are lagging behind their peers. Our 9th-12th grade students who fail credit bearing courses will have credit recovery summer school available. Our K-5th grade students will have a summer boost available for two weeks and will be identified based on data. Additionally, while we have Title reading and math Schoolwide K-5th grade and Reading and Math Targeted Assistance 6th-8th grades, 9th-12th grade reading and math support will be provided through the hiring of a reading/math specialist.

Additionally we will continue to offer a robust after school academic and social emotional learning program. This will be provided for students in K-6th grade, and available for 7th-8th grade students who wish to be mentors/tutors; this program is offered five days a week and provides students with access to tutors and mentoring programs to help academically as well as social emotionally. We offer additional social emotional learning/classes district-wide; the SEL curriculum is supported by Second Step programming.

Additionally, we are currently working to expand our alternative school, which provides an alternate setting for students who are not demonstrating success in the regular school setting. We expect it to serve 6th-12th grade students. We utilize a program called Edgenuity to provide curriculum support. It will be staffed by one coordinator and instructional aides.

Additionally, in response to COVID-19, we are working to expand our pre-school options to serve all pre-school aged

children. It is our intent, beings our current building does not provide the ability for space-addition, to build a new larger capacity preschool which will be staffed by one coordinator, and 8 classrooms (8 teachers, and 16 instructional aides), and one administrative assistant. We believe the following four reasons provide need and issues compounded by COVID-19:

1. Emotional needs of students: Loneliness, depression, loss of loved ones, traumatization and/or fears based upon diseases, illnesses, and death have been apparent in young children who are dealing with the outcomes of COVID-19. A preschool is needed to nurture confidence in a safe and healthy community and world.
2. Structures physical and learning activities with peers: Young preschoolers have had limited opportunities for organized activities with their peers (closed libraries, parks, churches, recreation and learning centers, etc.). A preschool is needed to provide organized physical activities for health and social development to impact interpersonal growth and development.
3. Communication skills: The use of masks has limited children in learning essential social cues, such as facial expressions that demonstrate personal communications of emotions (happiness, embarrassment, frustration, etc.). Facial expressions are the foundation of expression of communications. A preschool with trained professionals will develop essential communications skills.
4. Reading skills: Foundational reading begins with making initial sounds: masks have negatively impacted children's speech and language development. A key part of learning to communicate for a child is watching the faces, mouths, tongues, and teeth. A preschool will pr

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

We regularly engage in meaningful consultation with stakeholders through our accreditation process. In addition to this, we also surveyed each group of stakeholders to determine how they felt we could best use ESSER funding. We had 470 participants. The survey was shared via our student information system with all parents and staff. It was also shared through our Chamber of Commerce listserv and information was provided at First Friday, an event that brings many community members together for collaboration and information-sharing once a month. This feedback was considered for inclusion in our ESSER III plan.

60 students responded to the survey and or participated in small group discussion with the Superintendent; in small group discussion the item students were most excited about was a move to 1:1 at the middle and high school levels. Following are the survey results by Percent selected and Rank Ordered:

GROUP: Students (20 respondents) % selected Rank
How do you think we should spend ESSER 3 money
Providing additional technology for student use 65 1
Offering additional extra-curricular activities 60 2
Additional behavioral support and interventions 50 3
Facility upgrades that support student health needs 50 3
Expanded social and emotional learning and mental health services 45 5
Additional instructional materials and resources (software, textbooks, curriculum, etc.) 45 5
After school tutoring programs 40 7
Offering more teacher professional development to support teacher growth 40 7
Summer learning programs 40 7
Additional personnel and staff support for academic intervention 35 10
Purchasing additional supplies to sanitize and clean facilities 25 11

Percent ranking the following as important/very important % selected Rank
Providing additional technology for student use 95 1
Offering additional extra-curricular activities 95 1
Expanded social and emotional learning and mental health services 85 3
Offering more teacher professional development to support teacher growth 85 4
Facility upgrades that support student health needs 85 4
Additional instructional materials and resources (software, textbooks, curriculum, etc.) 80 6
Additional personnel and staff support for academic intervention 70 7
Additional behavioral support and interventions 70 7
After school tutoring programs 65 9
Purchasing additional supplies to sanitize and clean facilities 65 9
Summer learning programs 55 11

Families

We regularly engage in meaningful consultation with stakeholders through our accreditation process. In addition to this, we also surveyed each group of stakeholders to determine how they felt we could best use ESSER funding. We had 470 participants. The survey was shared via our student information system with all parents and staff. It was also shared through our Chamber of Commerce listserv and information was provided at First Friday, an event that brings many community members together for collaboration and information-sharing once a month. This feedback was considered for inclusion in our ESSER III plan. 347 students responded to the survey. Following are the survey results by Percent selected and Rank Ordered:

GROUP: Parents (347 respondents) % selected Rank

How do you think we should spend ESSER 3 money

Additional personnel and staff support for academic intervention 54 1

Expanded social and emotional learning and mental health services 51 2

Additional behavioral support and interventions 49 3

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 49 3

Providing additional technology for student use 45 5

After school tutoring programs 39 6

Offering more teacher professional development to support teacher growth 35 7

Offering additional extra-curricular activities 34 8

Summer learning programs 32 9

Facility upgrades that support student health needs 32 9

Purchasing additional supplies to sanitize and clean facilities 19 11

Percent ranking the following as important/very important % selected Rank

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 77 1

Expanded social and emotional learning and mental health services 77 1

Additional personnel and staff support for academic intervention 76 3

Additional behavioral support and interventions 74 4

After school tutoring programs 68 5

Providing additional technology for student use 67 6

Offering more teacher professional development to support teacher growth 60 7

Facility upgrades that support student health needs 58 8

Summer learning programs 53 9

Offering additional extra-curricular activities 53 9

Purchasing additional supplies to sanitize and clean facilities 42 11

School and District Administrators including Special Education Administration

Internal Strategy:

Directly work with building leaders and district directors who directly work with building staff to ascertain the highest needs areas as they fit the allowable areas for use of ESSER funds. We meet as an administrative team weekly and how to best use these funds was a regular part of the conversations. Upon having conversations as an administrative team, building leaders worked with their building staff to create a list of high needs items that fit the allowable uses for ESSER. These were submitted to the Superintendent by each building leader and director, and this feedback was strongly considered as the application was created. This included considerable from all certified and classified staff district-wide. Their feedback was built into the application, such as additional technology, preschool, additional staff, additional programming and resources. Everything in our application was on the list of one or more of our administrator and director teams.

Internal Strategy:

Directly work with special education staff through SPED Cooperative Tri County Interlocal Emily McCambridge. Superintendents meeting monthly with Emily and a regular part of our agenda was ESSER funding and strategies to benefit special education student needs within our district. Additionally, SPED teachers serving in our district took part in all conversations at the building level regarding funding and took part in the survey of staff. Feedback: 1) Additional para-professional support; 2) Additional laptops for student use; 3) Continue the math and reading initiatives throughout the district.

We regularly engage in meaningful consultation with stakeholders through our accreditation process. In addition to this, we also surveyed each group of stakeholders to determine how they felt we could best use ESSER funding. We had 470 participants. The survey was shared via our student information system with all parents and staff. It was also shared through our Chamber of Commerce listserv and information was provided at First Friday, an event that brings many community members together for collaboration and information-sharing once a month. This feedback was considered for inclusion in our ESSER III plan. 136 staff members responded to the survey. Following are the survey results by Percent selected and Rank Ordered:

GROUP: School Staff (136 respondents) % selected Rank

How do you think we should spend ESSER 3 money

Additional personnel and staff support for academic intervention 71 1

Additional behavioral support and interventions 67 2

Expanded social and emotional learning and mental health services 57 3

Facility upgrades that support student health needs 36 4

After school tutoring programs 35 5

Providing additional technology for student use 35 5

Summer Learning programs 32 7

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 32 7

Offering additional extra-curricular activities 26 9

Purchasing additional supplies to sanitize and clean facilities 17 10

Offering more teacher professional development to support teacher growth 15 11

Percent ranking the following as important/very important % selected Rank

Additional behavioral support and interventions 86 1

Additional personnel and staff support for academic intervention 85 2

Expanded social and emotional learning and mental health services 81 3

Facility upgrades that support student health needs 66 4

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 62 5

After school tutoring programs 60 6

Providing additional technology for student use 59 7

Summer learning programs 54 8

Offering more teacher professional development to support teacher growth 41 9

Purchasing additional supplies to sanitize and clean facilities 40 10

Offering additional extra-curricular activities 38 11

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

Internal Strategy:

Directly work with building leaders and district directors who directly work with building staff to ascertain the highest needs areas as they fit the allowable areas for use of ESSER funds. We meet as an administrative team weekly and how to best use these funds was a regular part of the conversations. Upon having conversations as an administrative team, building leaders worked with their building staff to create a list of high needs items that fit the allowable uses for ESSER. These were submitted to the Superintendent by each building leader and director, and this feedback was strongly considered as the application was created. This included considerable from all certified and classified staff district-wide. Additionally, we sought the input from KNEA leadership. Their feedback was built into the application, such as additional technology, preschool, additional staff, additional programming and resources. Everything in our application was on the list of one or more of our administrator and director teams. .

We regularly engage in meaningful consultation with stakeholders through our accreditation process. In addition to this, we also surveyed each group of stakeholders to determine how they felt we could best use ESSER funding. We had 470 participants. The survey was shared via our student information system with all parents and staff. It was also shared through our Chamber of Commerce listserv and information was provided at First Friday, an event that brings many community members together for collaboration and information-sharing once a month. This feedback was considered for inclusion in our ESSER III plan. 136 staff members responded to the survey. Following are the survey results by Percent selected and Rank Ordered:

GROUP: School Staff (136 respondents) % selected Rank

How do you think we should spend ESSER 3 money

Additional personnel and staff support for academic intervention 71 1

Additional behavioral support and interventions 67 2

Expanded social and emotional learning and mental health services 57 3

Facility upgrades that support student health needs 36 4

After school tutoring programs 35 5

Providing additional technology for student use 35 5

Summer Learning programs 32 7

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 32 7

Offering additional extra-curricular activities 26 9

Purchasing additional supplies to sanitize and clean facilities 17 10

Offering more teacher professional development to support teacher growth 15 11

Percent ranking the following as important/very important % selected Rank

Additional behavioral support and interventions 86 1

Additional personnel and staff support for academic intervention 85 2

Expanded social and emotional learning and mental health services 81 3

Facility upgrades that support student health needs 66 4

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 62 5

After school tutoring programs 60 6

Providing additional technology for student use 59 7

Summer learning programs 54 8

Offering more teacher professional development to support teacher growth 41 9

Purchasing additional supplies to sanitize and clean facilities 40 10

Offering additional extra-curricular activities 38 11

Tribes

Internal Strategy:

Directly contact Native American students within our district and their parents in order to solicit ideas to be considered within our ESSER III plan. Approximately 80 students (4.3% of our student population) identify as being Native American.

The parents of our Native American students were given a survey to complete and were contacted via phone if possible. Their input was considered in our ESSER III plan. Feedback: Expressed their trust in our district to do what is best for kids. Also recommended the following: 1) Add after school activities for students in grades 3-5; 2) Additional laptops for student use; 3) Additional technology and pay for IT staff; 4) Additional after school activities for all kids. This feedback was considered for inclusion in our ESSER III plan.

The Native American students in grades 6-12 were given a survey to complete and their input was considered in our ESSER III plan. 16 Native Americans responded to the survey; currently we have no tribes of Native Americans located within the boundaries of our district. This feedback was considered for inclusion in our ESSER III plan. Following are the survey results by Percent selected and Rank Ordered:

GROUP: Tribal (16) % selected Rank

How do you think we should spend ESSER 3 money

Additional personnel and staff support for academic intervention 63 1

Additional behavioral support and interventions 63 1

Expanded social and emotional learning and mental health services 56 3

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 50 4

Providing additional technology for student use 50 4

Offering more teacher professional development to support teacher growth 44 6

Facility upgrades that support student health needs 38 7

Summer Learning programs 31 8

After school tutoring programs 31 8

Offering additional extra-curricular activities 31 8

Purchasing additional supplies to sanitize and clean facilities 25 11

Percent ranking the following as important/very important % selected Rank

Expanded social and emotional learning and mental health services 88 1

Additional behavioral support and interventions 81 2

Facility upgrades that support student health needs 75 3

Additional personnel and staff support for academic intervention 69 4

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 69 4

Offering more teacher professional development to support teacher growth 59 6

Providing additional technology for student use 56 7

After school tutoring programs 50 8

Purchasing additional supplies to sanitize and clean facilities 44 9

Summer learning programs 38 10

Offering additional extra-curricular activities 38 10

External Strategy:

Our district emailed representatives from the following four Native American Tribes identified within 50 miles of our district and/or one or more of our students identified as being a member of the tribe in order to solicit ideas to be considered within our ESSER III plan:

- Quapaw Nation—Diane Mercer, Communications Director to Chief Joseph T. Byrd
- Osage Nation—Sheryl Decker, Chief Executive Adviser to Chief Standing Bear
- Cherokee Nation—Julie Hubbard, Communications Director to Chief Chuck Hoskin, Jr.
- Peoria Tribe—Chief Craig Harper

No responses have been received as of now but any input received will be considered within our ESSER III plan.

Civil Rights Organization including Disability Rights Organizations

The following feedback was considered for inclusion in our ESSER III plan.

Internal Strategy:

Identify local Civil Rights Groups in order to solicit ideas to be considered within our ESSER III plan.

Worked closely with Emily McCambridge, Tri-County Special Education Cooperative Director, to identify the needs of our special needs' population of students. Feedback: 1) Additional para-professional support; 2) Additional laptops for student use; 3) Continue the math and reading initiatives throughout the district.

Worked closely with Brandon West, President of the Independence LGBTQ Organization to solicit input concerning the educational needs of our LGBTQ population. Feedback: 1) Provide social and emotional learning within a GSA afterschool club; 2) Provide educational opportunities in the form of a monthly lecture series with a Q&A session; 3) Provide educational resources in the form of handouts and books; 4) Provide staff sensitivity training which includes appropriate terminology used throughout the school district.

Worked closely with Barb Emert, President of the Independence Diversity Task Force, to identify the needs of our minority and economically disadvantaged students. Feedback: 1) Expand the Can We Talk Program to students in grades 3-12; 2) Provide Anti-bullying lessons for all so all kids feel safe.

In addition, we are meeting with the diversity task force to brainstorm ideas (Monday, May 23, 2022) for additional items for consideration.

Worked closely with Kellie Puderbaugh, Community Chest Board Member and past President; she provided ideas/actions that she most closely align to their organization's mission. Feedback: 1) Expanded social and emotional learning and mental health services; 2) Additional technology for student use most especially the most marginalized populations; 3) Additional extra-curricular activities for all students.

Additionally, we regularly engage in meaningful consultation with stakeholders through our accreditation process. In addition to this, we also surveyed each group of stakeholders to determine how they felt we could best use ESSER funding. We had 470 participants. The survey was shared via our student information system with all parents and staff. It was also shared through our Chamber of Commerce listserv and information was provided at First Friday, an event that brings many community members together for collaboration and information-sharing once a month. 5 respondents identified themselves as connected to a civil right organization; additionally the Superintendent met with the local Diversity Task Force; we work closely with our local special education cooperative as well as our local education service agency, all of whom work actively to support students with disabilities to ensure our plans meet the needs of all students. This feedback was considered for inclusion in our ESSER III plan. Following are the survey results by Percent selected and Rank Ordered:

GROUP: Disabilities, EL, Foster, Underserved (34 respondents) % selected Rank

How do you think we should spend ESSER 3 money

Additional behavioral support and interventions 71 1

Expanded social and emotional learning and mental health services 71 1

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 62 3

Additional personnel and staff support for academic intervention 59 4

Facility upgrades that support student health needs 56 5

Summer Learning programs 50 6

After school tutoring programs 47 7

Providing additional technology for student use 47 7

Offering more teacher professional development to support teacher growth 47 7

Purchasing additional supplies to sanitize and clean facilities 41 10

Offering additional extra-curricular activities 26 11

Percent ranking the following as important/very important % selected Rank

Additional behavioral support and interventions 89 1

Additional personnel and staff support for academic intervention 88 2

Expanded social and emotional learning and mental health services 88 2

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 85 4

Facility upgrades that support student health needs 81 5

Offering more teacher professional development to support teacher growth 71 6

Providing additional technology for student use 67 7
Summer learning programs 61 8
After school tutoring programs 61 8
Purchasing additional supplies to sanitize and clean facilities 56 10
Offering additional extra-curricular activities 41 11

External Strategy:

Our district emailed and/or called representatives from the following Civil Right Organizations soliciting input into our ESSER III plan:

Kansas Action for Children—Mitch Rucker, Early Learning Policy Advisor; Feedback: 1) Expand early learning opportunities for all kids.

Kansas Human Rights Commission—Alicia Sanchez, Commissioner at Large and Director of the Office of Diversity and Inclusion at Wichita State University; Feedback: Our correspondence to date with Ms. Sanchez has been informational about ESSER III uses and an overview of our district. Ms. Sanchez will be providing us with ideas which we will review for consideration to be included into our ESSER III Plan.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

We regularly engage in meaningful consultation with stakeholders through our accreditation process. In addition to this, we also surveyed each group of stakeholders to determine how they felt we could best use ESSER funding. We had 470 participants. The survey was shared via our student information system with all parents and staff. It was also shared through our Chamber of Commerce listserv and information was provided at First Friday, an event that brings many community members together for collaboration and information-sharing once a month. This feedback was considered for inclusion in our ESSER III plan. 34 respondents had one of these connections (15 disabilities, 4 EL, 10 Foster Care, 13 underserved). Following are the survey results by Percent selected and Rank Ordered:

GROUP: Disabilities, EL, Foster, Underserved (34 respondents) % selected Rank

How do you think we should spend ESSER 3 money

Additional behavioral support and interventions 71 1

Expanded social and emotional learning and mental health services 71 1

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 62 3

Additional personnel and staff support for academic intervention 59 4

Facility upgrades that support student health needs 56 5

Summer Learning programs 50 6

After school tutoring programs 47 7

Providing additional technology for student use 47 7

Offering more teacher professional development to support teacher growth 47 7

Purchasing additional supplies to sanitize and clean facilities 41 10

Offering additional extra-curricular activities 26 11

Percent ranking the following as important/very important % selected Rank

Additional behavioral support and interventions 89 1

Additional personnel and staff support for academic intervention 88 2

Expanded social and emotional learning and mental health services 88 2

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 85 4

Facility upgrades that support student health needs 81 5

Offering more teacher professional development to support teacher growth 71 6

Providing additional technology for student use 67 7

Summer learning programs 61 8

After school tutoring programs 61 8

Purchasing additional supplies to sanitize and clean facilities 56 10

Offering additional extra-curricular activities 41 11

Provide the public the opportunity to provide input and take such input into account

We regularly engage in meaningful consultation with stakeholders through our accreditation process. In addition to this, we also surveyed each group of stakeholders to determine how they felt we could best use ESSER funding. We had 470 participants. The survey was shared via our student information system with all parents and staff. It was also shared through our Chamber of Commerce listserv and information was provided at First Friday, an event that brings many community members together for collaboration and information-sharing once a month. This feedback was considered for inclusion in our ESSER III plan. 24 respondents chose a category that didn't connect to a specific school; the Superintendent worked with the Chamber of Commerce to distribute the survey to business and community leaders; he also spoke at First Friday, an event that brings together many community members. Following are the survey results by Percent selected and Rank Ordered:

GROUP: Public/Community (24) % selected Rank

How do you think we should spend ESSER 3 money

Additional personnel and staff support for academic intervention 63 1

Additional behavioral support and interventions 63 1

Expanded social and emotional learning and mental health services 63 1

Offering more teacher professional development to support teacher growth 54 4

Summer Learning programs 50 5

After school tutoring programs 50 5

Providing additional technology for student use 46 7

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 33 8

Facility upgrades that support student health needs 33 8

Offering additional extra-curricular activities 25 10

Purchasing additional supplies to sanitize and clean facilities 25 10

Percent ranking the following as important/very important % selected Rank

Additional behavioral support and interventions 87 1

Expanded social and emotional learning and mental health services 87 1

Additional personnel and staff support for academic intervention 84 3

Additional instructional materials and resources (software, textbooks, curriculum, etc.) 79 4

After school tutoring programs 76 5

Providing additional technology for student use 71 6

Offering more teacher professional development to support teacher growth 71 6

Summer learning programs 62 8

Facility upgrades that support student health needs 59 9

Offering additional extra-curricular activities 34 10

Purchasing additional supplies to sanitize and clean facilities 33 11

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

We have considerable data that indicates Covid-19 brought significant learning loss for students in Independence Public Schools, especially from March 2020 to when students returned in August 2020 for in-person instruction (with the option of remote instruction which approximately 15% of our students chose). The following data highlights our learning loss from March 2020 when schools were closed to August 2020 when we returned to in-person and optional remote instruction: 70% of our Kindergarten students were reading above grade level in March 2020 and only 27% of those same 1st graders were reading in grade level August 2020. 65% of our 1st grade students were reading above grade level in March 2020 and only 38% of those same 2nd graders were reading in grade level August 2020. 79% of our 2nd grade students were reading above grade level in March 2020 and only 13% of those same 3rd graders were reading in grade level August 2020. 68% of our 3rd grade students were reading above grade level in March 2020 and only 20% of those same 4th graders were reading in grade level August 2020. 35% of our 4th grade students were reading above grade level in March 2020 and only 20% of those same 4th graders were reading in grade level August 2020. We have been unable to close those gaps upon returning

to in-person with optional remote in 2020-21 and full in-person in 2021-22.

We also have data that shows our students have been unable to make gains throughout this pandemic, despite interventions we have continued to implement throughout and even though we maintained in-person instruction throughout the pandemic. During the first year of the pandemic, approximately 15% of our students chose to learn remotely. This was not a good learning situation for most of our students, and we required many of them to return to in-person learning by December 2020.

GRADE LEVEL TRENDS

Grade 3

Math: 63% proficient

improved grade level Math proficiency 9% from 2019

ELA: 38% proficient

improved (decreased) percent in L1 by 10% from 2019

Grade 4

ELA: 53% proficient

improved grade level ELA proficiency 11% from 2019

improved (decreased) percent in L1 by 9% from 2019

Grade 5

Math: 28% proficient

improved grade level Math proficiency 4% from 2019

ELA: 43% proficient

increased grade level ELA proficiency 4% from 2019

improved (decreased) percent in L1 by 13% from 2019

Grade 6

ELA: 33% proficient

improved grade level ELA proficiency by 4%

improved (decreased) percent in L1 by 5% from 2019

Grade 7

Math: 28% proficient

improved grade level Math proficiency 2% from 2019

ELA: 38% proficient

improved grade level ELA proficiency 5% from 2019

positive trend in L1 with an decrease of 1% from 2019

Grade 11

Science: 39% proficient

improved grade level Science proficiency 2%

improved (decreased) percent in L1 by 4% from 2019

COHORT TRENDS (same students)

ELA

3rd/5th

District: 34 to 35% proficiency (+1)

5th/7th

District: 39 to 36% proficiency (-3)

6th/8th

District: 29-25% proficiency (-4)

5th/7th

District: 24 to 28% proficiency (+4)

Science

2018 (5th)/2021 (8th)

District: 38 to 29% proficiency (-9)

2018 (8th)/2021 (11th)

District: 33 to 39% proficiency (+6)

The following data shows a multi-year disaggregated view of district state assessment data (numbers represent percentages)

and negative trends for particular groups:

District SA Results READING - LOW SES

L1 L2 L3 L4 L2+ L3+
2015 25 40 30 4 74 34
2016 30 39 26 5 70 31
2017 35 38 21 6 65 27
2018 34 39 22 4 66 26
2019 37 34 23 5 63 28
2021 31 40 24 5 69 29

District SA Results RDNG - AFRICAN AMERICAN

L1 L2 L3 L4 L2+ L3+
2015 42 44 13 1 58 14
2016 50 36 13 1 50 14
2017 50 35 11 3 50 15
2018 52 35 11 2 48 12
2019 50 38 10 2 50 12
2021 38 54 8 0 62 8

District SA Results READING - MULTIRACIAL

L1 L2 L3 L4 L2+ L3+
2015 19 36 43 1 81 45
2016 19 48 28 4 81 33
2017 29 49 17 4 71 22
2018 30 46 19 5 70 24
2019 38 37 20 5 62 25
2021 33 38 26 4 68 30

District SA Results READING - AI/AN

L1 L2 L3 L4 L2+ L3+
2015 na na na na 0 0
2016 35 26 35 4 65 39
2017 28 33 33 6 72 39
2018 29 42 29 0 71 29
2019 22 61 17 0 78 17
2021 38 46 8 8 62 15

District SA Results READING - DISABILITY

L1 L2 L3 L4 L2+ L3+
2015 48 24 26 2 52 28
2016 57 25 12 6 43 18
2017 58 26 11 5 42 16
2018 51 29 15 4 49 20
2019 58 23 14 6 42 19
2021 41 42 14 3 59 16

District SA Results READING - HISPANIC

L1 L2 L3 L4 L2+ L3+
2015 22 42 31 5 78 36
2016 30 41 25 4 70 29
2017 37 40 19 5 63 24
2018 37 41 18 3 63 22
2019 41 38 18 2 59 20
2021 38 42 16 4 62 20

District SA Results READING - ELL

L1 L2 L3 L4 L2+ L3+
2015 28 48 24 0 72 24
2016 42 52 6 0 58 6
2017 26 53 21 0 74 21
2018 50 39 11 0 50 11
2019 55 35 10 0 45 10
2021 60 30 10 0 40 10

District SA Results READING - WHITE

L1 L2 L3 L4 L2+ L3+
2015 16 39 38 7 84 45
2016 21 36 33 9 79 43
2017 24 35 31 9 76 40
2018 24 36 32 8 76 40
2019 26 34 30 10 74 40
2021 23 36 33 8 77 41

District SA Results READING - ALL

L1 L2 L3 L4 L2+ L3+
2015 19 39 37 6 81 43
2016 24 37 30 8 76 39
2017 27 37 28 8 73 37
2018 27 37 28 7 73 36
2019 30 35 27 8 70 35
2021 26 38 29 7 74 36

District SA Results MATH - LOW SES

L1 L2 L3 L4 L2+ L3+
2015 20 49 26 5 80 31
2016 27 42 24 6 73 30
2017 30 43 22 5 70 27
2018 34 43 18 5 66 24
2019 31 42 22 5 69 27
2021 37 39 18 6 63 24

District SA Results MATH - AFRICAN AMERICAN

L1 L2 L3 L4 L2+ L3+
2015 35 45 18 1 65 20
2016 42 42 13 3 58 16
2017 49 35 14 2 51 16
2018 52 41 6 2 48 8
2019 44 38 15 2 56 17
2021 57 37 7 0 43 7

District SA Results MATH - MULTIRACIAL

L1 L2 L3 L4 L2+ L3+
2015 16 57 22 6 84 28
2016 16 51 31 1 84 33
2017 33 46 17 3 --- ---
2018 35 40 18 8 65 25
2019 37 43 15 5 63 20
2021 38 40 15 7 62 22

District SA Results MATH - AI/AN

L1 L2 L3 L4 L2+ L3+
2015 na na na na 0 0

2016 30 39 26 4 70 30
2017 39 33 22 6 --- ---
2018 28 48 24 0 72 24
2019 22 56 17 6 78 22
2021 40 47 7 7 60 13

District Results MATH - DISABILITY

L1 L2 L3 L4 L2+ L3+
2015 38 41 18 2 62 21
2016 46 40 10 4 54 14
2017 53 34 11 3 47 14
2018 57 26 13 3 43 16
2019 50 37 11 2 50 13
2021 62 28 6 3 38 10

District SA Results MATH - HISPANIC

L1 L2 L3 L4 L2+ L3+
2015 22 45 27 6 78 33
2016 34 35 26 4 66 31
2017 32 42 22 4 68 26
2018 34 46 16 4 66 20
2019 29 50 20 1 71 21
2021 46 35 14 4 54 18

District SA Results MATH - ELL

L1 L2 L3 L4 L2+ L3+
2015 20 60 20 0 80 20
2016 45 32 23 0 55 23
2017 32 52 16 0 68 16
2018 39 55 6 0 61 6
2019 48 43 10 0 52 10
2021 52 37 7 4 48 11

District SA Results MATH - WHITE

L1 L2 L3 L4 L2+ L3+
2015 13 47 31 8 87 40
2016 20 40 27 13 80 40
2017 20 40 29 10 80 39
2018 25 40 24 11 75 36
2019 22 39 26 13 77 39
2021 27 37 25 11 73 36

District SA Results MATH - ALL

L1 L2 L3 L4 L2+ L3+
2015 16 47 30 8 84 38
2016 22 41 26 11 78 37
2017 24 40 27 9 76 36
2018 28 40 22 10 72 32
2019 25 40 24 10 75 35
2021 31 37 22 10 69 31

Additionally, we have considerable data showing that our students' social emotional learning has digressed throughout this pandemic. For the KSDE SEL standards we have had the following negative trend rates from 2020 to 2021:

* Personal Development 50.6% to 40.8%

* School Climate 58.2% to 35.4%

* Low Perception of School Safety: 48.2% to 26.4% (we believe in previous years school safety had a different connotation

than how students responded to these survey questions in the midst of the pandemic.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

We have identified for reading support Lexia Core 5 for K-5th grade students, Lexia Power Up for 6th-12th grade students still struggling with structured literacy gaps, and Reading Plus for 6th-12th grade students to improve upon reading fluency and comprehension. We have also identified Istation for K-1st grade math online differentiated support and IXL for 2nd-8th grade math online differentiated support. We have created a schedule which allows for additional supplemental support in both math and reading for all students, again this additional support supplements but does not supplant core math and reading instruction. We have also created a plan that provides Tier 2 and 3 math and reading support based on diagnostic data. STAR Enterprise will continue to provide us screening and diagnostic data. All of these programs are on the evidence-based list provided by KSDE. Each of the reading programs help us to address the elements of structured literacy required by the Kansas Reading Initiative. Again, all of these programs are intended to supplement not supplant Core math and reading instruction.

Additionally we will offer a four-week summer school session for all 6th-8th grade students who have failed at least two core subjects or are lagging behind their peers. Our 9th-12th grade students who fail credit bearing courses will have credit recovery summer school available. Our K-5th grade students will have a two-week summer boost available for two weeks and will be identified based on data. Additionally we have Title reading and math Schoolwide K-5th grade and Reading and Math Targeted Assistance 6th-8th grades. 9th-12th grade reading and math support will be provided through the hiring of a reading/math specialist.

Additionally we will continue to offer a robust after school academic and social emotional learning program. This will be provided for students in kindergarten through sixth grade, and available for seventh and eighth-grade mentoring and tutoring opportunities; this program is offered five days a week and provides students with access to tutors and mentoring programs to help academically as well as social emotionally. We offer social emotional learning/classes district-wide; the curriculum is supported by Second Step programming.

Additionally we will offer extended day learning opportunities for students lagging behind their peers or requesting additional academic assistance. This will be in the form of academic assistance/tutoring before or after school.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

We anticipate using any additional funds to support all that we've outlined in this application. We also plan to use additional funds for teacher premium pay as it relates to the extra responsibilities due to Covid 19.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Our district collects a number of data points that will allow us to see our progression toward overcoming learning loss related to the pandemic and closing achievement gaps both academically and socially emotionally. Through the use of the evidence-based tools (Reading Plus, Power Up, Lexia Core 5, IXL, and Istation) our district will be able to measure results along the way to overcome the learning gaps our students now face. Additionally we screen three times a year using STAR Enterprise and DIBELS to identify students for Tier 2/3 support. And finally, State Assessment data is disaggregated to track growth and/or impact of our efforts for each for each disaggregated group. With regard to social emotional learning, our district participates in the Communities That Care Survey each year. This data allows us to track our students' social emotional learning deficits over time as it related to the KSDE SEL standards.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$6,179,826	\$0	\$6,179,826	ESSER III Allocations	\$1,235,966
Approved Total	\$5,208,909	\$0	\$5,208,909	Approved Total	\$4,238,476
Amount Left	\$970,917	\$0	\$970,917	Amount Still Needed	\$0
In Review Total	\$970,917	\$0	\$970,917	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
446-3-0064	Direct	False	4500	450	13	\$970,917	Task Force Review
446-3-0065	Direct	True	1000	120	11B	\$134,458	Approved
446-3-0066	Direct	True	1000	220	4	\$10,288	Approved
446-3-0067	Direct	True	1000	300	4	\$30,000	Approved
446-3-0068	Direct	True	1000	300	4	\$30,000	Approved
446-3-0070	Direct	False	1000	110	12	\$147,000	Approved
446-3-0071	Direct	False	1000	120	12	\$171,500	Approved
446-3-0072	Direct	False	2100	122	12	\$1,900	Approved
446-3-0073	Direct	False	1000	110	12	\$12,000	Approved
446-3-0074	Direct	False	2220	641	12	\$57,057	Approved
446-3-0075	Direct	False	1000	120	12	\$69,800	Approved
446-3-0076	Direct	False	1000	220	12	\$31,000	Approved
446-3-0001	Direct	True	1000	110	11A	\$33,984	Approved
446-3-0002	Direct	True	1000	120	11A	\$20,429	Approved
446-3-0003	Direct	True	1000	110	11A	\$21,185	Approved
446-3-0004	Direct	True	1000	110	11A	\$21,185	Approved
446-3-0005	Direct	True	1000	120	11A	\$7,566	Approved
446-3-0006	Direct	True	1000	220	11A	\$7,984	Approved
446-3-0007	Direct	True	1000	610	11A	\$2,700	Approved
446-3-0019	Direct	True	1000	110	12	\$117,304	Approved
446-3-0020	Direct	True	1000	220	12	\$8,975	Approved
446-3-0021	Direct	True	1000	210	12	\$16,484	Approved
446-3-0022	Direct	True	1000	120	12	\$33,764	Approved
446-3-0023	Direct	True	1000	210	12	\$16,484	Approved
446-3-0024	Direct	True	1000	220	12	\$2,583	Approved
446-3-0025	Direct	True	1000	120	12	\$33,764	Approved
446-3-0026	Direct	True	1000	210	12	\$16,484	Approved
446-3-0027	Direct	True	1000	220	12	\$2,583	Approved
446-3-0028	Direct	True	1000	110	12	\$109,245	Approved
446-3-0029	Direct	True	1000	210	12	\$16,484	Approved

446-3-0030	Direct	True	1000	220	12	\$8,358	Approved
446-3-0031	Direct	True	1000	110	12	\$109,245	Approved
446-3-0032	Direct	True	1000	210	12	\$16,484	Approved
446-3-0033	Direct	True	1000	220	12	\$8,358	Approved
446-3-0034	Direct	False	1000	110	12	\$109,245	Approved
446-3-0035	Direct	True	1000	210	12	\$16,484	Approved
446-3-0036	Direct	True	1000	220	12	\$8,358	Approved
446-3-0037	Direct	True	1000	110	12	\$109,245	Approved
446-3-0038	Direct	True	1000	210	12	\$16,484	Approved
446-3-0039	Direct	True	1000	220	12	\$8,358	Approved
446-3-0040	Direct	False	1000	120	15	\$44,772	Approved
446-3-0041	Direct	False	1000	210	15	\$16,484	Approved
446-3-0042	Direct	False	1000	220	15	\$3,426	Approved
446-3-0043	Direct	False	1000	120	15	\$44,772	Approved
446-3-0044	Direct	False	1000	210	15	\$16,484	Approved
446-3-0045	Direct	False	1000	220	15	\$3,426	Approved
446-3-0046	Direct	False	1000	120	9	\$51,168	Approved
446-3-0047	Direct	False	1000	210	9	\$16,484	Approved
446-3-0048	Direct	False	1000	220	9	\$3,915	Approved
446-3-0049	Direct	True	1000	734	9	\$2,742,727	Approved
446-3-0050	Direct	False	1000	300	4	\$148,000	Approved
446-3-0051	Direct	False	1000	300	4	\$22,000	Approved
446-3-0052	Direct	True	1000	444	12	\$65,205	Approved
446-3-0053	Direct	True	1000	444	12	\$71,613	Approved
446-3-0054	Direct	True	1000	444	12	\$30,660	Approved
446-3-0055	Direct	True	1000	444	12	\$19,251	Approved
446-3-0056	Direct	True	1000	444	12	\$11,085	Approved
446-3-0057	Direct	True	1000	444	12	\$120,898	Approved
446-3-0058	Direct	True	1000	444	12	\$3,363	Approved
446-3-0059	Direct	True	1000	444	12	\$8,247	Approved
446-3-0060	Direct	True	1000	444	12	\$97,920	Approved
446-3-0061	Direct	True	1000	444	12	\$30,000	Approved
446-3-0062	Direct	True	1000	110	11B	\$39,200	Approved
446-3-0063	Direct	True	1000	220	11B	\$3,000	Approved

Line Item Details

Line Item ID: 446-3-0064

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Pre School Expansion

Account Number

50375

Function Code

4500 - New Building Acquisition and Construction

Object Code

450 - Construction Services (Outside Contractors)

Allowable Use

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Pre-School Expansion: In response to COVID-19, we are working to expand our pre-school options to serve all pre-school aged children. It is our intent, beings our current building does not provide the ability for space-addition, to build a new larger capacity preschool which will be staffed by one coordinator, and 8 classrooms (8 teachers, and 16 instructional aides), and one administrative assistant. We believe the following four reasons provide need and issues compounded by COVID-19:

1. Emotional needs of students: Loneliness, depression, loss of loved ones, traumatization and/or fears based upon diseases, illnesses, and death have been apparent in young children who are dealing with the outcomes of COVID-19. A preschool is needed to nurture confidence in a safe and healthy community and world.
2. Structures physical and learning activities with peers: Young preschoolers have had limited opportunities for organized activities with their peers (closed libraries, parks, churches, recreation and learning centers, etc.). A preschool is needed to provide organized physical activities for health and social development to impact interpersonal growth and development.
3. Communication skills: The use of masks has limited children in learning essential social cues, such as facial expressions that demonstrate personal communications of emotions (happiness, embarrassment, frustration, etc.). Facial expressions are the foundation of expression of communications. A preschool with trained professionals will develop essential communications skills.
4. Reading skills: Foundational reading begins with making initial sounds: masks have negatively impacted children's speech and language development. A key part of learning to communicate for a child is watching the faces, mouths, tongues, and teeth. A preschool will provide trained professionals that understand listening, speaking, reading, and drawing/writing skills of young learners.

We currently serve 120 students (3- and 4-year-olds) in four classrooms. Each room currently has 836 square feet. In the new center we will expand to eight classrooms with the potential of serving 240 students (3- and 4-year-olds). Each of the eight classrooms will have 950-1000 square feet, providing more room for social distancing. During Covid, our numbers enrolled at our preschool decreased significantly we believe due to the fact that parents were scared to send their young students to schools. Also, because of Covid, many early learning intervention services were adjusted to remote or not provided adequately (Parents as Teachers, SPED interventions, PT/OT/Speech). Speech services were also negatively impacted by masks when we returned to in-person instruction. For these reasons, we feel strongly we need to capture as many 3- and 4-year-olds as possible over the next several years to provide intensive intervention in order for them to be as prepared as possible for Kindergarten.

We plan to begin construction in October 2022 and finish by June of 2023 so we can open the doors to an expanded number of students the 2023-24 school year. The center will have 8 classrooms, 4 additional services areas (OT, PT, SPED, Speech), as well as a Motor Lab which will dual purpose as a cafeteria, restrooms in each classroom, adult restrooms, an administrative suite of offices and reception area, a fully equipped playground, and a teacher meeting meeting room.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$970,917
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$970,917</u>

Status

Task Force Review

Line Item Comment from KSDE

Allowable if meets CDC guidelines.

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Kids Crew Salary

Account Number

50325

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Kids Crew Salary: With the learning loss we're dealing with due to Covid-19, our afterschool academic and social emotional student program is more important than ever. Students receive direct instruction in social emotional and character development through Second Step curriculum, they have time to work on homework with teachers who can provide appropriate support, they have time to utilize the district's online individualized programs for reading and math support, and they have time to interact with other students--something very valuable after the isolation of the shut down. With the increased population of students we have utilizing this program currently, more staffing is needed.

Currently all students qualifying for Free and Reduced lunches can attend Kids Crew for free, so this targets the population of students most affected by learning loss due to the pandemic. 70% of our K-2nd students qualify as free/reduced, 68% of our 3rd-5th students qualify as free/reduced, and 61% of our 6th-8th students qualify as free/reduced.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$67,229
Budgeted Expenditures in SFY 2024	\$67,229
Total Expenditures	<u>\$134,458</u>

Status

Approved

Line Item Comment from KSDE

4/25 - This item is marked as targeting learning loss for the vulnerable population of students most impacted by Covid-19 disruptions. The above narrative implies that it is a curriculum for all students. Please clarify how this program was decided upon specifically in relation to learning loss in vulnerable population (i.e. at-risk, special education etc...) as indicated by the 20% criteria.

Please clarify how this position will address learning loss due to Covid-19.

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - FICA

Account Number

50335

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Please describe the expenditures within the account and how they will address a COVID-19 need

FICA (Kids Crew)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$5,144
Budgeted Expenditures in SFY 2024	\$5,144
Total Expenditures	<u>\$10,288</u>

Status

Approved

Line Item ID: 446-3-0067

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Comm In Schools

Account Number

50365

Function Code

1000 - Instruction

Object Code300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Please describe the expenditures within the account and how they will address a COVID-19 need

Communities In Schools (IMS): This evidence-based model connects students to caring adults and community resources to transform how they see and experience the world around them. By surrounding them with a network of trust they can turn to no matter where they are in their journey, CIS empower students to confront and overcome personal challenges and structural barriers—so they can take charge of the future they want for themselves, their communities and each other. With the challenges of Covid-19, programs such as these are more important than ever.

Communities In Schools believes that transformative relationships are key to unlocking a student's potential. We will succeed by including in our strategies, ingraining in our culture, and reflecting in our behaviors, principles and practices of diversity, equity, and inclusion. As a result, we break down immediate and systemic barriers to create and sustain equitable outcomes. Many of our students are facing multiple issues, which were exacerbated by the pandemic: 1) Poverty; 2) Systemic racism; 3) Lack of access to resources; and 4) Emotional trauma.

2020-21 National CIS Data: 1.61M students were reached with CIS supports and resources; 93% of CIS seniors graduated or received a GED; 99% of CIS students remained in school through the end of the 2020-21 school year; 96% of CIS K-11 students were promoted to the next grade; 86% of CIS students met or made progress toward at least one of their academic goals; and 74% of students met or made progress toward at least one of their attendance goals.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$15,000
Budgeted Expenditures in SFY 2024	\$15,000
Total Expenditures	\$30,000

Status

Approved

Line Item Comment from KSDE

4/25 - This item is marked as targeting learning loss for the vulnerable population of students most impacted by Covid-19 disruptions. The above narrative implies that it is a curriculum for all students. Please clarify how this program was decided upon specifically in relation to learning loss in vulnerable population (i.e. at-risk, special education etc...) as indicated by the 20% criteria.

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Comm In Schools

Account Number

50365

Function Code

1000 - Instruction

Object Code300 - PURCHASED PROFESSIONAL
AND TECHNICAL SERVICES**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

Please describe the expenditures within the account and how they will address a COVID-19 need

Communities In Schools (IHS): Communities In Schools (IMS): This evidence-based model connects students to caring adults and community resources to transform how they see and experience the world around them. By surrounding them with a network of trust they can turn to no matter where they are in their journey, CIS empower students to confront and overcome personal challenges and structural barriers—so they can take charge of the future they want for themselves, their communities and each other. With the challenges of Covid-19, programs such as these are more important than ever.

Communities In Schools believes that transformative relationships are key to unlocking a student's potential. We will succeed by including in our strategies, ingraining in our culture, and reflecting in our behaviors, principles and practices of diversity, equity, and inclusion. As a result, we break down immediate and systemic barriers to create and sustain equitable outcomes. Many of our students are facing multiple issues, which were exacerbated by the pandemic: 1) Poverty; 2) Systemic racism; 3) Lack of access to resources; and 4) Emotional trauma.

2020-21 National CIS Data: 1.61M students were reached with CIS supports and resources; 93% of CIS seniors graduated or received a GED; 99% of CIS students remained in school through the end of the 2020-21 school year; 96% of CIS K-11 students were promoted to the next grade; 86% of CIS students met or made progress toward at least one of their academic goals; and 74% of students met or made progress toward at least one of their attendance goals.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$15,000
Budgeted Expenditures in SFY 2024	\$15,000
Total Expenditures	\$30,000

Status

Approved

Line Item Comment from KSDE

4/25 - This item is marked as targeting learning loss for the vulnerable population of students most impacted by Covid-19 disruptions. The above narrative implies that it is a curriculum for all students. Please clarify how this program was decided upon specifically in relation to learning loss in vulnerable population (i.e. at-risk, special education etc...) as indicated by the 20% criteria.

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

Retention Pay - Certified

Account Number

50386

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

Retention pay for 147 certified staff members at \$1000 each to be paid on 11/23/22.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$147,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$147,000**Status**

Approved

Line Item ID: 446-3-0071

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

Retention Pay - Classified

Account Number

50388

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

Retention pay for 170 classified staff members at \$1000 each and 3 part-time classified staff members at \$500 each to be paid out on 11/23/22.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$171,500**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$171,500**Status**

Approved

Line Item ID: 446-3-0072

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

Retention Pay - Coaches

Account Number

50394

Function Code

2100 - Support Services (Students)

Object Code

122 - Part-Time Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Retention pay for 15 part-time classified staff members at \$100 per activity to be paid out on 11/23/22.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,900**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,900**Status**

Approved

Line Item ID: 446-3-0073

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

Retention Pay - Substitutes

Account Number

50392

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

Retention pay for substitutes used from 7/1/22-11/11/22. Pay will be figured at \$10 per day worked during this time and will be paid on 11/23/22. Amount being requested is an approximate amount at this time.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$12,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$12,000**Status**

Approved

Line Item ID: 446-3-0074

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

Library Books

Account Number

50370

Function Code

2220 - Educational Media Services

Object Code

641 - Books

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Library Books: During Covid-19 we saw an uptick in use of our library. Kids took books home and this supported our desire for them to read high interest material. Unfortunately we lost a considerable number of books due to students not returning them. The need for them to read high interest materials hasn't gone away, so we need to replace stock that was lost due to Covid-19.

This is to purchase additional replacement materials for checkout purposes so that all of our students (including those most vulnerable populations) continue to have access to high quality reading materials.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$30,000
Budgeted Expenditures in SFY 2023	\$15,000
Budgeted Expenditures in SFY 2024	\$12,057
Total Expenditures	<u>\$57,057</u>

Status

Approved

Line Item ID: 446-3-0075

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

Retention Pay - SPED

Account Number

50390

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

Retention pay for 83 SPED staff members within our district. Pay is based \$100 per para FTE count given to us by our local co-op, Tri-County.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$69,800
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$69,800</u>
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Status

Approved

Line Item Comment from KSDE

As per district: pay is based \$1000 per para FTE

Line Item ID: 446-3-0076

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

Retention Pay - FICA

Account Number

50396

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

FICA or social security figured for certified, classified, coaches, substitutes and SPED being paid retention pay on 11/23/22. This was figured using using the amount paid x .0765 and rounded (substitutes pay was approx).

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$31,000
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Budgeted Expenditures in SFY 2024	\$0
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Total Expenditures	<u>\$31,000</u>
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Status

Approved

Line Item ID: 446-3-0001

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Summer Cert Salary

Account Number

50380

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer School K-5 (Cert)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$10,780**Budgeted Expenditures in SFY 2023** \$11,319**Budgeted Expenditures in SFY 2024** \$11,885**Total Expenditures** \$33,984**Status**

Approved

Line Item Comment from KSDE

Per narrative: "Additionally we will offer a four-week summer school session for all 6th-8th grade students who have failed at least two core subjects or are lagging behind their peers. Our 9th-12th grade students who fail credit bearing courses will have credit recovery summer school available. Our K-5th grade students will have a two-week summer boost available for two weeks and will be identified based on data."

Line Item ID: 446-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Summer Class Salary

Account Number

50382

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer School K-5 (Class)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$6,480
Budgeted Expenditures in SFY 2023	\$6,804
Budgeted Expenditures in SFY 2024	\$7,145
Total Expenditures	<u>\$20,429</u>

Status

Approved

Line Item Comment from KSDE

Per narrative: "Additionally we will offer a four-week summer school session for all 6th-8th grade students who have failed at least two core subjects or are lagging behind their peers. Our 9th-12th grade students who fail credit bearing courses will have credit recovery summer school available. Our K-5th grade students will have a two-week summer boost available for two weeks and will be identified based on data."

Line Item ID: 446-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Summer Cert Salary

Account Number

50380

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer School IMS (Cert)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$6,720**Budgeted Expenditures in SFY 2023** \$7,056**Budgeted Expenditures in SFY 2024** \$7,409**Total Expenditures** \$21,185**Status**

Approved

Line Item Comment from KSDE

Per narrative: "Additionally we will offer a four-week summer school session for all 6th-8th grade students who have failed at least two core subjects or are lagging behind their peers. Our 9th-12th grade students who fail credit bearing courses will have credit recovery summer school available. Our K-5th grade students will have a two-week summer boost available for two weeks and will be identified based on data."

Line Item ID: 446-3-0004

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Summer Cert Salary

Account Number

50380

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer School IHS (Cert)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$6,720**Budgeted Expenditures in SFY 2023** \$7,056**Budgeted Expenditures in SFY 2024** \$7,409**Total Expenditures** \$21,185**Status**

Approved

Line Item Comment from KSDE

Per narrative: "Additionally we will offer a four-week summer school session for all 6th-8th grade students who have failed at least two core subjects or are lagging behind their peers. Our 9th-12th grade students who fail credit bearing courses will have credit recovery summer school available. Our K-5th grade students will have a two-week summer boost available for two weeks and will be identified based on data."

Line Item ID: 446-3-0005

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Summer Class Salary

Account Number

50382

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer School IMS/IHS (Class)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$2,400**Budgeted Expenditures in SFY 2023** \$2,520**Budgeted Expenditures in SFY 2024** \$2,646**Total Expenditures** \$7,566**Status**

Approved

Line Item Comment from KSDE

Per narrative: "Additionally we will offer a four-week summer school session for all 6th-8th grade students who have failed at least two core subjects or are lagging behind their peers. Our 9th-12th grade students who fail credit bearing courses will have credit recovery summer school available. Our K-5th grade students will have a two-week summer boost available for two weeks and will be identified based on data."

Line Item ID: 446-3-0006

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Summer School FICA

Account Number

50384

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer School FICA

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,533
Budgeted Expenditures in SFY 2023	\$2,659
Budgeted Expenditures in SFY 2024	\$2,792
Total Expenditures	<u>\$7,984</u>

Status

Approved

Line Item Comment from KSDE

Per narrative: "Additionally we will offer a four-week summer school session for all 6th-8th grade students who have failed at least two core subjects or are lagging behind their peers. Our 9th-12th grade students who fail credit bearing courses will have credit recovery summer school available. Our K-5th grade students will have a two-week summer boost available for two weeks and will be identified based on data."

Line Item ID: 446-3-0007

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Summer Supplies

Account Number

50385

Function Code

1000 - Instruction

Object Code

610 - General Supplies and Materials

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Summer School Supplies

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$900**Budgeted Expenditures in SFY 2023** \$900**Budgeted Expenditures in SFY 2024** \$900**Total Expenditures** \$2,700**Status**

Approved

Line Item Comment from KSDE

Per narrative: "Additionally we will offer a four-week summer school session for all 6th-8th grade students who have failed at least two core subjects or are lagging behind their peers. Our 9th-12th grade students who fail credit bearing courses will have credit recovery summer school available. Our K-5th grade students will have a two-week summer boost available for two weeks and will be identified based on data."

Line Item ID: 446-3-0019

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Certified Salary

Account Number

50315

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Salary - Cert (Reading -IHS): Due to the learning loss of Covid 19 and the increase in the number of students at risk of not graduating, we feel the need to implement more reading intervention. Students identified for strategic or intensive intervention will give up an elective in order to spend time with a reading specialist to work on specific gaps in reading proficiency.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$57,221
--	----------

Budgeted Expenditures in SFY 2024	\$60,083
--	----------

Total Expenditures	<u>\$117,304</u>
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Status

Approved

Line Item Comment from KSDE

Please clarify how this position will address learning loss due to Covid-19.

Line Item ID: 446-3-0020

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - FICA

Account Number

50335

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

FICA (Reading IHS)

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$4,378
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Budgeted Expenditures in SFY 2024	\$4,597
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Total Expenditures	<u>\$8,975</u>
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Status

Approved

Line Item ID: 446-3-0021

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Fringe

Account Number

50330

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Fringe (Reading IHS)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,242**Budgeted Expenditures in SFY 2024** \$8,242**Total Expenditures** \$16,484**Status**

Approved

Line Item ID: 446-3-0022

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Certified Salary

Account Number

50315

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Salary-Class(Reading Aide 1 IHS)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$16,078**Budgeted Expenditures in SFY 2024** \$17,686**Total Expenditures** \$33,764**Status**

Approved

Line Item Comment from KSDE

Per narrative: "Tier 2-3 reading and math support, to include additional classroom aides and reading/math intervention at Eisenhower, Jefferson, IMS, and IHS. We will use this staff to provide additional pull-out and push-in support for reading and math as well as small group instruction to address learning gaps exacerbated by the pandemic."

Line Item ID: 446-3-0023

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Fringe

Account Number

50330

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Fringe(Reading Aide 1 IHS)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,242**Budgeted Expenditures in SFY 2024** \$8,242**Total Expenditures** \$16,484**Status**

Approved

Line Item Comment from KSDE

Per narrative: "Tier 2-3 reading and math support, to include additional classroom aides and reading/math intervention at Eisenhower, Jefferson, IMS, and IHS. We will use this staff to provide additional pull-out and push-in support for reading and math as well as small group instruction to address learning gaps exacerbated by the pandemic."

Line Item ID: 446-3-0024

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - FICA

Account Number

50335

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

FICA(Reading Aide 1 IHS)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,230**Budgeted Expenditures in SFY 2024** \$1,353**Total Expenditures** \$2,583**Status**

Approved

Line Item Comment from KSDE

Per narrative: "Tier 2-3 reading and math support, to include additional classroom aides and reading/math intervention at Eisenhower, Jefferson, IMS, and IHS. We will use this staff to provide additional pull-out and push-in support for reading and math as well as small group instruction to address learning gaps exacerbated by the pandemic."

Line Item ID: 446-3-0025

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Classified Salary

Account Number

50320

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Salary-Class(Reading Aide 2 IHS)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$16,078**Budgeted Expenditures in SFY 2024** \$17,686**Total Expenditures** \$33,764**Status**

Approved

Line Item Comment from KSDE

Per narrative: "Tier 2-3 reading and math support, to include additional classroom aides and reading/math intervention at Eisenhower, Jefferson, IMS, and IHS. We will use this staff to provide additional pull-out and push-in support for reading and math as well as small group instruction to address learning gaps exacerbated by the pandemic."

Line Item ID: 446-3-0026

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Fringe

Account Number

50330

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Fringe(Reading Aide 2 IHS)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,242**Budgeted Expenditures in SFY 2024** \$8,242**Total Expenditures** \$16,484**Status**

Approved

Line Item Comment from KSDE

Per narrative: "Tier 2-3 reading and math support, to include additional classroom aides and reading/math intervention at Eisenhower, Jefferson, IMS, and IHS. We will use this staff to provide additional pull-out and push-in support for reading and math as well as small group instruction to address learning gaps exacerbated by the pandemic."

Line Item ID: 446-3-0027

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - FICA

Account Number

50335

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

FICA(Reading Aide 2 IHS)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,230**Budgeted Expenditures in SFY 2024** \$1,353**Total Expenditures** \$2,583**Status**

Approved

Line Item Comment from KSDE

Per narrative: "Tier 2-3 reading and math support, to include additional classroom aides and reading/math intervention at Eisenhower, Jefferson, IMS, and IHS. We will use this staff to provide additional pull-out and push-in support for reading and math as well as small group instruction to address learning gaps exacerbated by the pandemic."

Line Item ID: 446-3-0028

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Certified Salary

Account Number

50315

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Salary-Cert (1st Grade): Our numbers in first grade are such that we cannot meet the student-teacher ratio we believe is necessary to truly address the intensive need brought on by Covid 19 and learning loss. An additional instructor would allow us to decrease the student-teacher ratio and better meet these students needs. These are our emergent readers and mathematicians and if we don't put them on the right path now we'll be playing catch up for years to come.

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$53,290**Budgeted Expenditures in SFY 2024** \$55,955**Total Expenditures** \$109,245**Status**

Approved

Line Item Comment from KSDE

Please clarify how this position will address learning loss due to Covid-19.

Line Item ID: 446-3-0029

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Fringe

Account Number

50330

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Fringe (1st Grade)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,242**Budgeted Expenditures in SFY 2024** \$8,242**Total Expenditures** \$16,484**Status**

Approved

Line Item ID: 446-3-0030

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - FICA

Account Number

50335

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

FICA (1st Grade)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$4,077
Budgeted Expenditures in SFY 2024	\$4,281
Total Expenditures	<u>\$8,358</u>

Status

Approved

Line Item ID: 446-3-0031

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Certified Salary

Account Number

50315

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Salary-Cert (5th Grade): Our numbers in fifth grade are such that we cannot meet the student-teacher ratio we believe is necessary to truly address the intensive need brought on by Covid 19 and learning loss. An additional instructor would allow us to decrease the student-teacher ratio and better meet these students needs. Our academic data is critically low in this grade level for reading and math.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$53,290
Budgeted Expenditures in SFY 2024	\$55,955
Total Expenditures	<u>\$109,245</u>

Status

Approved

Line Item Comment from KSDE

Please clarify how this position will address learning loss due to Covid-19.

Line Item ID: 446-3-0032

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Fringe

Account Number

50330

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Fringe (5th Grade)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,242**Budgeted Expenditures in SFY 2024** \$8,242**Total Expenditures** \$16,484**Status**

Approved

Line Item ID: 446-3-0033

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - FICA

Account Number

50335

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

FICA (5th Grade)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4,077**Budgeted Expenditures in SFY 2024** \$4,281**Total Expenditures** \$8,358**Status**

Approved

Line Item ID: 446-3-0034

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Certified Salary

Account Number

50315

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Salary-Cert (English IMS): Our numbers are such in this department that we cannot meet the student-teacher ratio we feel is necessary to address learning loss related to Covid 19 as well as the directives of the Kansas Reading Initiative. The most important skill for students to master is reading as it connects to every other subject. With this additional staffing position we will be able to do more small group and 1:1 support services to address learning loss.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$53,290
--	----------

Budgeted Expenditures in SFY 2024	\$55,955
--	----------

Total Expenditures	\$109,245
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Status

Approved

Line Item Comment from KSDE

Please clarify how this position will address learning loss due to Covid-19.

5/9/2022 This is not allowable under the 20%.

Line Item ID: 446-3-0035

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Fringe

Account Number

50330

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Fringe (English IMS)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,242**Budgeted Expenditures in SFY 2024** \$8,242**Total Expenditures** \$16,484**Status**

Approved

Line Item ID: 446-3-0036

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - FICA

Account Number

50335

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

FICA (English IMS)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4,077**Budgeted Expenditures in SFY 2024** \$4,281**Total Expenditures** \$8,358**Status**

Approved

Line Item ID: 446-3-0037

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Certified Salary

Account Number

50315

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Salary-Cert (English IHS): Our numbers are such in this department that we cannot meet the student-teacher ratio we feel is necessary to address learning loss related to Covid 19 as well as the directives of the Kansas Reading Initiative. The most important skill for students to master is reading as it connects to every other subject.

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$53,290
--	----------

Budgeted Expenditures in SFY 2024	\$55,955
--	----------

Total Expenditures	<u>\$109,245</u>
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Status

Approved

Line Item Comment from KSDE

Please clarify how this position will address learning loss due to Covid-19.

Line Item ID: 446-3-0038

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Fringe

Account Number

50330

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Fringe (English IHS)

Budgeted Expenditures in SFY 2021	\$0
--	-----

Budgeted Expenditures in SFY 2022	\$0
--	-----

Budgeted Expenditures in SFY 2023	\$8,242
--	---------

Budgeted Expenditures in SFY 2024	\$8,242
--	---------

Total Expenditures	<u>\$16,484</u>
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Status

Approved

Line Item ID: 446-3-0039

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - FICA

Account Number

50335

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

FICA (English IHS)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$4,077
Budgeted Expenditures in SFY 2024	\$4,281
Total Expenditures	<u>\$8,358</u>

Status

Approved

Line Item ID: 446-3-0040

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Classified Salary

Account Number

50320

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Salary-Class (Custodian 1): Due to the continued need for higher sanitation procedures in each building, we feel it is necessary to add to our custodial staff as the work load has increased substantially due to Covid 19.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$21,840
Budgeted Expenditures in SFY 2024	\$22,932
Total Expenditures	<u>\$44,772</u>

Status

Approved

Line Item Comment from KSDE

4/28 - 20% removed

4/25 - As described, this position does not meet the qualifications of an evidence based practice in order to qualify for the 20%. Below is a link to KSDE supported guidelines. Please let me know how you would like to proceed with this line item.
https://docs.google.com/document/d/1MTAPg8dMb3xOvhrvxdLOD-v8NbydvBDZnxWG_ZXm97c/edit

Please clarify how this position will address learning loss due to Covid-19.

Line Item ID: 446-3-0041

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Fringe

Account Number

50330

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Fringe (Custodian 1)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$8,242
Budgeted Expenditures in SFY 2024	\$8,242
Total Expenditures	<u>\$16,484</u>

Status

Approved

Line Item Comment from KSDE

5/9/2022-This is not allowable under the 20%.

Line Item ID: 446-3-0042

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - FICA

Account Number

50335

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

FICA (Custodian 1)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,671
Budgeted Expenditures in SFY 2024	\$1,755
Total Expenditures	<u>\$3,426</u>

Status

Approved

Line Item Comment from KSDE

This is not allowable under the 20%

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Classified Salary

Account Number

50320

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

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

Salary-Class (Custodian 2): Due to the continued need for higher sanitation procedures in each building, we feel it is necessary to add to our custodial staff as the work load has increased substantially due to Covid 19.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$21,840
Budgeted Expenditures in SFY 2024	\$22,932
Total Expenditures	<u>\$44,772</u>

Status

Approved

Line Item Comment from KSDE

4/28 - 20% removed

4/25 - As described, this position does not meet the qualifications of an evidence based practice in order to qualify for the 20%. Below is a link to KSDE supported guidelines. Please let me know how you would like to proceed with this line item.
https://docs.google.com/document/d/1MTAPg8dMb3xOvhrvxdLOD-v8NbydvBDZnxWG_ZXm97c/edit

Please clarify how this position will address learning loss due to Covid-19.

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Fringe

Account Number

50330

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Fringe (Custodian 2)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$8,242
Budgeted Expenditures in SFY 2024	\$8,242
Total Expenditures	<u>\$16,484</u>

Status

Approved

Line Item Comment from KSDE

This is not allowable under the 20%.

Line Item ID: 446-3-0045

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - FICA

Account Number

50335

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

FICA (Custodian 2)

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,671
Budgeted Expenditures in SFY 2024	\$1,755
Total Expenditures	<u>\$3,426</u>

Status

Approved

Line Item Comment from KSDE

This is not allowable under the 20%.

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Classified Salary

Account Number

50320

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Salary - Class (Tech): With our 1:1 initiative, which will allow us to implement some intensive reading and math intervention using evidence-based online tools throughout the school day, there will be a need to increase our staff in the technology department to service and maintain the technical issues that arise.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$24,960
Budgeted Expenditures in SFY 2024	\$26,208
Total Expenditures	\$51,168

Status

Approved

Line Item Comment from KSDE

4/28 - 20% removed

4/25 - As described, this position does not meet the qualifications of an evidence based practice in order to qualify for the 20%. Below is a link to KSDE supported guidelines. Please let me know how you would like to proceed with this line item.
https://docs.google.com/document/d/1MTAPg8dMb3xOvhrvxdLOD-v8NbydvBDZnxWG_ZXm97c/edit

Please clarify how this position will address learning loss due to Covid-19.

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Fringe

Account Number

50330

Function Code

1000 - Instruction

Object Code

210 - Group Insurance

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Fringe (Tech)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,242**Budgeted Expenditures in SFY 2024** \$8,242**Total Expenditures** \$16,484**Status**

Approved

Line Item Comment from KSDE

This is not allowable under the 20%.

Line Item ID: 446-3-0048

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - FICA

Account Number

50335

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

FICA (Tech)

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,910**Budgeted Expenditures in SFY 2024** \$2,005**Total Expenditures** \$3,915**Status**

Approved

Line Item Comment from KSDE

This is not allowable under the 20%.

Line Item ID: 446-3-0049

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Technology Equip

Account Number

50340

Function Code

1000 - Instruction

Object Code

734 - Technology -Related Hardware

Allowable Use

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

Please describe the expenditures within the account and how they will address a COVID-19 need

Technology (one on one): We will be purchasing Apple MacBook Air for 1:1 student use, and IMacs and MacBook Pros for teachers. The quote also includes all necessary materials for managing the devices such servers. The quote also includes training and installation support. Students currently utilize chromebooks, most of which are outdated and ready for replacement. Apple products have a better depreciation value and hold up better, which will help with a 1:1 initiative that allows them to take the devices to and from school.

We currently have ~2100 Chromebooks of different models from 4 different brands with the newest model having been released 3 years ago in 2019, and the oldest 10.

Release Date	Make	Model	Quantity
2019	HP	14A.G5	1320
2018	Lenovo	100e Gen 1	5
2017	Acer	11 N7	44
2016	HP	11 G5	511
2016	HP	11 G4 EE	31
2016	Lenovo	N22	9
2012	Samsung	XE303	157

As you can see, the newest of these devices are from 2019 (64%), and the next largest concentrations are from 2016 (25%) and 2012 (8%) with a small quantity of other models sprinkled throughout.

These devices are not assigned to individual students, they are shared and kept in the classroom. Part of our plan for moving to Apple is to provide 1 to 1 devices to students in grades 6 through 12 while refreshing a few of the existing shared Apple devices in our K-2 school building and converting our 3-5 school building to shared MacBook's.

The bulk of our request is to purchase ~1800 MacBook Airs to support 1 to 1 in grades 6-12 and convert one elementary school building from old Chromebooks that continue to fail regularly. We are also replacing staff and teacher devices so that we can get everyone on the same page and make management from the IT side more efficient and reduce repair costs.

Currently students use Apple devices in grades K-2, Chromebooks in grades 3-5, Chromebooks in classrooms and iMacs in the computer labs in grades 6-12, with the High School also having 3 newly upgraded Windows PC labs for business and industrial classes.

Our district is already significantly invested in Apple so this is not a complete replacement of all existing equipment. We have an entire building, our K-2 elementary school, already using Apple devices including iMacs, iPads, and MacBooks. Some of these devices were newly purchased this school year with the rest being from 2017 and many still working well. We've already purchased and installed new iMacs in the Middle and High School computer labs to replace Windows PCs that were 10-12 years old.

Apple devices retain a much higher value than Chromebooks. I've received trade-in quotes offering \$275-\$300 for our MacBook Airs from 2017. After 5 years most Chromebooks have no real value other than recycling, if they last that long.

By making this large one-time purchase versus updating little by little, we are able to secure a larger discount from Apple and getting us into a sustainable refresh cycle so that we can maintain this program long term to continue to provide students with reliable current technology.

Our most vulnerable populations with regard to learning loss are economically disadvantaged, African American, and ELL. This initiative will level the playing field for these populations, (64.92% is our percent of public poverty as calculated in our LCP FY22 LCP application). Many of our African American students are 2nd, 3rd, and 4th generation poverty. Many of our ELL students also fall in this category as it is low paying service industry jobs that brought them to locate in Independence. The opportunity of a 1:1 initiative allows all of these student populations to better access textbook resource apps and other programs we utilize for closing the learning gap, which are also available throughout the summer for families to use. There are also many translation apps and home language textbook resources that will be available for our ELLs. Home devices will allow our low income families better access to online enrollment and our parent portal app for tracking student grades, behavior, and attendance. Finally, seniors will be able to purchase their device (at a very low cost) when they graduate from high school, thereby setting them up for success with post secondary goals.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,742,727
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$2,742,727

Status
Approved

Line Item Comment from KSDE

4/26 - Please provide supporting data including approximately how many devices will be purchased compared to how many devices are out of date and number of students who do not have a device at all. Additional information regarding a comparison of depreciation values making Apple products superior to Chrome Books etc... would also be beneficial. Is it significantly more cost effective to purchase in bulk, both in products and possible IT labor, versus gradually replacing over time?

Please clarify what the students utilize now and the necessity to replace all equipment next year.

Line Item ID: 446-3-0050

<p><u>Allocation Type</u> Direct Allocation</p> <p><u>Account Name</u> ESSER III - Contract Svc JAG K</p> <p><u>Function Code</u> 1000 - Instruction</p>	<p><u>Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure</u> NO - this item is not marked for Learning Loss Set Aside Expenditure</p> <p><u>Account Number</u> 50350</p> <p><u>Object Code</u> 300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES</p>	<p><u>Allowable Use</u> 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.</p>
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Please describe the expenditures within the account and how they will address a COVID-19 need

Contract Svc - JAG-K IMS: JAG-K is a program that works with at risk kids throughout middle school and high school and helps connect them to jobs in careers of interest. We have more at risk kids we believe due to the isolation of covid. They need mentors--people in their corner helping them see there is a reason to "catch up" academically, and we believe JAG-K can do that. They have a track record of success and even work with kids 5 years out of high school.

The JAG-K Transition Services Career Specialist is responsible for advocating for the student, keeping track of their progress toward graduation, and providing necessary support to ensure that the student succeeds in their academic courses as well as attaining life skills and mastering core JAG career and leadership development competencies.

Student Selection. JAG research has proven the greatest impact by serving those participants that have the greatest challenges to graduation, employment and/or pursuit of a postsecondary education. An advisory committee (comprised of faculty, administrators and counselors) assists the JAG Specialist in selecting students for the Program Roster. Priority is given to students that "need, want and can profit" from the services delivered by JAG Model programs.

Classroom Instruction. A trained JAG Specialist provides individual and group instruction to 35-45 students using the competency-based JAG National Curriculum. JAG Specialists administer a pre- and post-test that provides a gain score to assess the attainment of the JAG competencies.

Adult Mentoring. The JAG Specialist provides individual attention to students focusing on reducing the number of barriers preventing him or her from receiving a high school diploma, securing employment or pursuing postsecondary education and/or training that leads to a career. Additional adult mentors are recruited to assist with barrier reduction or removal.

Leadership Development. All JAG students participate in a motivational student-led organization to build on the skills gained in the classroom and to develop leadership and teaming skills to improve employability and advancement.

Guidance and Counseling. JAG Specialists provide informal guidance to students on career and life decisions and, based on the individual needs of students, connect them to school-based or professional counseling services to address more serious barriers.

Job and Postsecondary Education Placement Services. Specialists are engaged in intensive, one-on-one employer marketing and job development activities to identify quality job placement opportunities for each graduate. Grades are assisted in the exploration of postsecondary education opportunities and navigation of the financial aid and application processes to pursue the most appropriate opportunities.

Linkages to School and Community-Based Services. JAG programs are a school based "one-stop center" for youth with barrier to success to ensure that they receive appropriate academic and social services from available resources in the school, program and community.

12-Month Follow-up Services. JAG provides 12 months of post-graduation follow-up and support services on the job and/or enrollment in a postsecondary institution.

Accountability System. Computerized tracking of participants served, services delivered and performance results (graduation rate, positive outcomes, rates, aggregate employment rate, full-time jobs rate, full-time placement rate, further education rate, wages, and return to school rate) is a critical component of every JAG program.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$74,000
Budgeted Expenditures in SFY 2024	\$74,000
Total Expenditures	<u>\$148,000</u>

Status

Approved

Line Item Comment from KSDE

Please describe the services to be provided and their relation to learning loss due to Covid-19
This is not allowable under the 20%.

Line Item ID: 446-3-0051

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Contract Svc JAG K

Account Number

50350

Function Code

1000 - Instruction

Object 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

Contract Svc - JAG-K IHS

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$11,000

Budgeted Expenditures in SFY 2024 \$11,000

Total Expenditures \$22,000

Status

Approved

Line Item Comment from KSDE

This is not allowable under the 20%.

Line Item ID: 446-3-0052

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Programs/Software

Account Number

50355

Function Code

1000 - Instruction

Object Code

444 - Software Services

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Programs - Lexia: This program is built around the principles of structured literacy and Scarborough's Rope. Our students reading scores went down during the pandemic, and this individualized online program personalizes a learning path for students to help identify where the gaps are and address them. It is an evidence-based program and will be used as part of an intensive effort with all students 80 minutes per week to supplement not supplant core instruction. It also allows for students to use it during our after school program and at home on weekends or during the summer.

Our most vulnerable populations that suffered the greatest learning losses are our economically disadvantaged, African Americans, and ELL students. Lexia English, Grades K-6, is designed to help Emergent Bilingual students, also known as ELLs, acquire higher language proficiency levels of English. It integrates three key areas: speaking, listening, and grammar, while emphasizing the language of content in Math, Science, Social Studies, General Knowledge, and Biographies so that students gain subject knowledge while learning to speak English. Whether in distance or classroom settings during the school year or in summer school, Lexia's online literacy programs are research-proven, adaptive blended learning solutions that accelerate reading skills development and provide teachers with data-driven action plans to help differentiate instruction for each student. They provide explicit, systematic, personalized learning on critical reading instruction and deliver real-time performance data without stopping to administer a test. Lexia Core 5 now has 20 externally reviewed research studies that show significant growth across subgroups, including economically disadvantaged students and ELs. These significant results were also demonstrated across both Black/African American and White/Caucasian students, and in both general education and special education. These improved learning outcomes are required for Federal mandates under the Every Student Succeeds Act (ESSA). This research-proven approach accelerates reading skill development, predicts students' year-end performance, and provides teachers with data-driven action plans to help differentiate instruction. Lexia is proven to improve learning outcomes required by Federal mandates under Every Student Succeeds Act (ESSA). Lexia's rigorous research portfolio of studies published over the past 15 years meets the highest levels of evidence under ESSA needed to evaluate instructional programs including 8 strong, 2 moderate, and 8 promising studies.

In an exciting partnership with Apple Schoolwork®, assignable, interactive Skill Builders enable students to highlight, draw, and type text when using iPad. With our transition to Apple products this is a partnership we'll be able to make full use of.

Lexia has over 35 years of experience in reading pedagogy and a collection of published peer reviewed research demonstrates the efficacy of Lexia's instructional approach. The content for PowerUp Literacy was informed by the underpinnings of proficient reading outlined in the Report of the National Reading Panel (2000), The Simple View of Reading model, and findings from seminal reports and research studies on comprehension, adolescent literacy, self determination theory, and game theory. Lexia also has an ongoing research partnership with the Florida Center for Reading Research (FCRR), which informed the development of both the embedded progress monitoring for both programs and Auto Placement test for PowerUp Literacy. In January 2020, PowerUp Literacy was awarded Evidence for ESSA's highest level of evidence. PowerUp Literacy is currently listed as the most effective secondary literacy intervention among programs that have an evidence base that qualifies for review. Evidence for ESSA calculates each program's effect size, which is a quantitative measure of educational effectiveness. PowerUp's effect size is .36, which is the highest of all programs evaluated. To be listed on the E-ESSA website, a program's evidence base must meet all federal standards, along with a set of additional technical criteria. PowerUp Literacy provides personalized, systematic instruction in fundamental literacy skills, with a specific focus on grammar and syntax, which can be particularly challenging for English Language Learners. PowerUp Literacy supports research-based best practices for supporting ELLs with embedded progress monitoring, extensive vocabulary instruction including academic language, and explicit instruction, as well as opportunities for peer assisted reading, writing, speaking, and listening activities. Background building and instructional videos, an opportunity to encounter texts in Listen Mode (hear them read aloud), scaffolding and spiraling content provide the instruction proven to accelerate learning. PowerUp Literacy's content is designed to be unbiased, culturally sensitive, and considerate of reader task and purpose. The program incorporates culturally responsive instructional practices such as social learning and opportunities to transfer and apply online learning to other relatable aspects of students' daily lives. Students will see themselves represented in the program design's visual presentation and content choices, including literature found in the Comprehension strand

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$65,205
Total Expenditures	\$65,205

Status

Approved

Line Item Comment from KSDE

4/25 - While this is an approved, evidence-based curriculum, this description indicates the program is for all students, which would be eligible for the 80%. However, it is marked as targeting the 20%. Please clarify how this curriculum will relate specifically to vulnerable populations most impacted by Covid-19 disruptions

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Line Item ID: 446-3-0053

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Programs/Software

Account Number

50355

Function Code

1000 - Instruction

Object Code

444 - Software Services

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Programs - Reading Plus: This program is built around some of the principles of structured literacy. Our students reading scores went down during the pandemic, and this individualized online program for use with our middle/high school students helps to develop proficient and fluent readers. It is an evidence-based program and will be used as part of an intensive effort with all students 80 minutes per week to supplement not supplant core instruction. It also allows for students to use it during our after school program and at home on weekends or during the summer.

Reading Plus includes the InSight Assessment, an adaptive assessment that provides the teacher with a data-driven starting point for reading intervention and instruction. The generous amount of data on student performance prescribes adaptive instruction allowing opportunities for practice at the student's level to build and strengthen skills needed for silent reading fluency, comprehension, and academic vocabulary. This data customizes a student's experience through the program's instructional scaffolds and assists students in developing greater independence. In addition, Reading Plus provides offers online instruction as well as printable materials for direct instruction and differentiation at the class, small group, and individual levels.

Across all grade groups, students in special education who completed at least 120 Reading Plus lessons (about 50+ hours) during the school year achieved significantly larger reading proficiency gains than students who did not engage in Reading Plus instruction. Across all grade groups, students enrolled in special education who completed more Reading Plus instruction during the school year increased their reading proficiency to a significantly greater extent than did those who completed fewer or no lessons (Figure 1). Research has shown that students who increase their reading proficiency using Reading Plus also report increased levels of reading interest and confidence. Across all grade groups, students enrolled in special education who completed more Reading Plus instruction during the school year increased their vocabulary levels to a significantly greater extent than did students who completed fewer or no lessons. Elementary and middle school students enrolled in special education who completed more Reading Plus instruction during the school year increased their comprehension-based silent reading rates to a significantly greater extent than did students who had completed few or no lessons. A comparable trend was seen in high school students enrolled in special education as well. Among students enrolled in special education, Reading Plus instruction generally had a positive effect on students' self-reported reading interest and reading confidence (self-efficacy), as shown in Figure 5. Previous research has found that reading motivation and reading success are closely linked.

Furthermore, Reading Plus is a WIDA-certified resource¹ that aligns with TESOL's "Principles for Exemplary Teaching of English Learners. Reading Plus excels in a variety of areas that support ELL students, such as: 1) presenting students with texts that match their proficiency levels; 2) following state and national standards for language development; 3) providing scaffolding

supports to aid students in their progress. Across all grade groups (elementary, middle, and high school), ELL students who engaged in Reading Plus instruction (~30 hours) were more likely to advance from below-satisfactory to satisfactory levels on their state test than their ELL and nonELL peers who did not engage in Reading Plus practice. In addition, ELL students who engaged in Reading Plus instruction were nearly as likely to advance from below to at/above satisfactory levels on their state test than their non-ELL peers who engaged in Reading Plus instruction for the same amount of time (~ 30 hours). The TESOL (Teaching English to Speakers of Other Languages) International Association provides an authoritative summary of guidelines for instruction for English Language Learners. The table below lists TESOL’s “Principles for Exemplary Teaching of English Learners”² and describes how Reading Plus aligns with these principles to meet the needs of English Language Learners.

The Reading Plus program contains an extensive library of engaging informational and literary selections that maintains the highest standards of quality, integrity, and diversity. Reading Plus content respects and reflects the experiences and cultures of all students, with special care for students whose backgrounds have historically been underrepresented. In addition to content crafted by the Reading Plus team, we partner with some of the most well-respected names in publishing to provide students with quality texts from a wide range of perspectives that reflect their reading interests. Reading Plus provides students with texts that depict a wide range of experiences and celebrate the diversity of people and cultures. Reading Plus offers texts that are “mirrors” and “windows”—an approach advocated by scholar Rudine Sims Bishop, widely regarded as the mother of multicultural literature. Through reading texts in Reading Plus, students have the opportunity to see themselves and their lives reflected in the selections they read, and gain an understanding and appreciation of experiences different from their own. Students deserve texts worth reading. Reading Plus texts reflect the diversity of ALL student readers, providing a rich and deep reading experience.

Additional study results show that students receiving free or reduced-price meals at school who engaged in Reading Plus instruction over the course of a school year significantly increased their capacity to comprehend more complex texts, developed their capacity to understand higher levels of general academic vocabulary, and improved their reading efficiency. Students who completed more Reading Plus practice achieved larger gains than their peers who engaged in little or no Reading Plus instruction. These results replicate previous studies documenting the effectiveness of using Reading Plus with lower-income students. These results also show that students who engaged in more Reading Plus instruction generally increased their reading confidence and their interest in reading.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$23,871
Budgeted Expenditures in SFY 2023	\$23,871
Budgeted Expenditures in SFY 2024	\$23,871
Total Expenditures	\$71,613

Status
Approved

Line Item Comment from KSDE

4/25 - This item is an approved, evidence-based, curriculum and would be eligible for the 80%. However, it is marked as targeting learning loss for the vulnerable population of students most impacted by Covid-19 disruptions. The above narrative states that it is a curriculum for all students. Please clarify how this program was decided upon specifically in relation to vulnerable population as indicated by the 20% criteria.

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Line Item ID: 446-3-0054

Allocation Type	Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure	
Direct Allocation	YES - this item is marked for Learning Loss Set Aside Expenditure	
Account Name	Account Number	
ESSER III - Programs/Software	50355	
Function Code	Object Code	Allowable Use
1000 - Instruction	444 - Software Services	

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Programs - IXL: This program addresses all of the Kansas Math standards. Our students math scores went down during the pandemic, and this individualized online program personalizes a learning path for students to help identify where the gaps are and address them. It is an evidence-based program and will be used as part of an intensive effort with all students 80 minutes per week to supplement not supplant core instruction. It also allows for students to use it during our after school program and at home on weekends or during the summer.

IXL is a personalized learning platform designed to help students build academic skills across core subjects in the Pre-K through 12th grade curriculum. One of its components, the IXL Real-Time Diagnostic, is an adaptive interim assessment that delivers accurate, up-to-the-minute insights on students' grade-level proficiency in math. Analyzing student response patterns using Item Response Theory (Lord, 1980), IXL creates personalized action plans that provide every learner with specific next steps to help them grow. In studies conducted of the real-time diagnostic, The IXL Real-Time Diagnostic maintained desirable predictive validity properties among ELL, special education, and economically disadvantaged students. There proved to be a similarly strong positive correlations among these student subgroups for both math ($r = [.83 - .84]$) and ELA ($r = [.74 - .78]$).

Additionally, the study looked at the IXL Diagnostic's validity properties among English language learners (ELL), special education students, and economically disadvantaged students. The study found strong positive correlations in all subgroups: for ELL, $r = .84, p < .001$; for special education students, $r = .83, p < .001$; and for economically disadvantaged students, $r = .84, p < .001$.

In summary, the IXL Real-Time Diagnostic demonstrated desirable predictive validity properties as a predictor of subsequent performance. Importantly, predictive validity coefficients were reasonably high across ELL, special education, and economically disadvantaged students, supporting the use of IXL's Real-Time Diagnostic assessments with these student subgroups. These findings provide further evidence to support the use of IXL and its Real-Time Diagnostic assessment to keep students on track to perform well both in the classroom and on interim or state assessments.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$30,660
Total Expenditures	\$30,660

Status
Approved

Line Item Comment from KSDE

4/25 - This item is an approved, evidence-based, curriculum and would be eligible for the 80%. However, it is marked as targeting learning loss for the vulnerable population of students most impacted by Covid-19 disruptions. The above narrative states that it is a curriculum for all students. Please clarify how this program was decided upon specifically in relation to vulnerable population as indicated by the 20% criteria.

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Line Item ID: 446-3-0055

<u>Allocation Type</u>	<u>Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure</u>
Direct Allocation	YES - this item is marked for Learning Loss Set Aside Expenditure
<u>Account Name</u>	<u>Account Number</u>

Function Code

1000 - Instruction

Object Code

444 - Software Services

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Programs - Istation: This program addresses all of the Kansas standards. Our students math scores went down during the pandemic, and this individualized online program personalizes a learning path for our most emergent mathematicians (Kindergarten and 1st Grade) students to help identify where the gaps are and address them. It is an evidence-based program and will be used as part of an intensive effort with all students 80 minutes per week to supplement not supplant core instruction. It also allows for students to use it during our after school program and at home on weekends or during the summer.

Research shows that high-dosage tutoring supports learning gains and helps students get back to grade-level learning in an accelerated manner. Supporting educators is more important than ever, as they work to close learning gaps due to school disruptions. The Annenberg Institute at Brown University published a recent study that shows strong evidence that high-dosage tutoring can produce large learning gains for a wide range of students. On average, it increased achievement by an additional 3 to 15 months of learning across grade levels. Istation supports the instructional strategies of tutors by offering high-quality materials to make teacher's lives easier. With Istation, schools and districts get: 1) formative assessment data that identifies students' skill levels and creates groups based on ability; 2) progress monitoring tools that check whether instruction strategies are effective; 3) targeted, interactive instruction that coordinates with classroom instruction; 4) customizable teacher-directed lessons that support small-group interventions; and 4) professional services, including program-design support, data analysis, and ongoing coaching and support for tutors.

Istation makes English reading comprehensible using sheltered instructional techniques, focuses on the academic vocabulary that K-8 students are expected to know, and provides practice with these key words across tightly leveled, decodable readers and other passages and books. In essence the Istation Reading Curriculum teaches students to understand and read English, thus paving the way for increased achievement as they read to learn throughout their years of schooling and beyond. Istation Reading focuses on the 5 key reading areas of Phonemic Awareness, Phonics, Vocabulary, Comprehension and Fluency. Sensory supports are systematically presented throughout the program. New vocabulary is always supported by animations and illustrations. Graphic organizers and other scaffolds are used to assist comprehension.

In studies conducted by Istation regarding learning loss related to the pandemic, students lose their math ability more rapidly than reading, and these losses are greater for students in higher grades. Shafer (2016) found that students from all socioeconomic backgrounds forget more of what they learned in math over the summer than the amount they lose in reading skills. Learning losses varied by grade and by percentage of students receiving free or reduced priced lunch (FRPL) at the school level, and typically, students enrolled in high- or mid-high poverty schools had learning losses that were lower than, or similar to, students enrolled in other types of schools. Students in higher-poverty schools typically have lower growth trajectories than other students, and their learning losses were lower as well. Studies show that students from higher-poverty schools (based on free or reduced-price lunch (FRPL) participation rates) tend to have lower achievement scores than students enrolled in lower-poverty schools (Lewis et al., 2019; Locke et al., 2021). Istation's study results also suggest that students will need additional on-grade and off-grade instruction, with more time and attention paid to each student's learning progress, more studying time, and an increase in school activities over the summer to catch up to the typical grade level curriculum.

In another study across two cohorts, Istation students averaged a statistically significant nearly one point advantage in MAP score gain over comparison students. Cohort 1 showed a significantly greater MAP gain of 2.5 points relative to comparison students, whereas Cohort 2 did not differ from the comparison group. Additionally, students, schools that met Istation's recommended usage guidelines for instruction consistently outperformed comparison students in terms of MAP gains. Since comparison students were very similar to district Istation students in terms of demographics and prior achievement, and the sample size used was sufficiently large, the results of these analyses support the conclusion that Istation usage is related to larger achievement gains, in relation to non-Istation users. Further, the results of this study meet the criteria for WWC Standards with Reservations, as well as those for "Moderate" evidence of the efficacy of Istation in improving student performance per the Every Student Succeeds Act (ESSA). (population of study: % Black 53.88, % White 39.16, % Hispanic 4.69 % Other Race 4.69 % Female 53.40, % Economically disadvantaged 60.68, % Students with Disabilities/SPED 12.14, % ELs 5.34)

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$0

Budgeted Expenditures in SFY 2024	\$19,251
Total Expenditures	\$19,251

Status

Approved

Line Item Comment from KSDE

4/25 - This item is an approved, evidence-based, curriculum and would be eligible for the 80%. However, it is marked as targeting learning loss for the vulnerable population of students most impacted by Covid-19 disruptions. The above narrative states that it is a curriculum for all students. Please clarify how this program was decided upon specifically in relation to vulnerable population as indicated by the 20% criteria.

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Line Item ID: 446-3-0056

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Programs/Software

Account Number

50355

Function Code

1000 - Instruction

Object Code

444 - Software Services

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Programs - Xello - Coming back from Covid-19 many of our students seem lost or directionless. They also appear to have much less motivation. Xello allows us to get students excited about career choices that match their career inventory. And it provides the resources for them to explore those career choices, build an individual plan of study, and other critical documents such as letters of reference and a resume.

Xello showcases all these different opportunities, schools, and occupations and it really gives information about all of it in a student-friendly way. It provides a college and career readiness solution that houses student information in one centralized place, and it aligns perfectly with the Kansas CAN Competency Framework. Some high school students struggle to define what success means to them, especially those from low socioeconomic backgrounds. Xello's assessments, lessons, and tools also allow students to identify careers of interest, explore clusters, and create postsecondary plans for success. Students continue to develop their unique electronic portfolio from K-12 while using Xello's Course Planner to select courses based on their interests and postsecondary goals.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$3,695
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Budgeted Expenditures in SFY 2023	\$3,695
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Budgeted Expenditures in SFY 2024	\$3,695
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Total Expenditures	<u>\$11,085</u>
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Status

Approved

Line Item Comment from KSDE

4/25 - This item is an approved, evidence-based, curriculum and would be eligible for the 80%. However, it is marked as targeting learning loss for the vulnerable population of students most impacted by Covid-19 disruptions. The above narrative seems to indicate that it is a curriculum for all students. Please clarify how this program was decided upon specifically in relation to vulnerable population as indicated by the 20% criteria.

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Line Item ID: 446-3-0057

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Programs/Software

Account Number

50355

Function Code

1000 - Instruction

Object Code

444 - Software Services

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Programs - STAR Enterprise - this screener allows us to get a snapshot of where students are at Fall, Winter, and Spring with regard to reading and math skills. It predicts state assessment performance and directly identifies skills students need to work on to improve. Teachers can create individual instructional plans for students based on this data. Again, due to Covid-19, this is more important than ever to identify where the learning loss impacted a student the most and then implement interventions for improvement.

The proportions of children in programs identified as struggling learners through universal screening have important implications for the way programs might allocate resources and staff implementing tiered models of intervention. In a study, participants were 659 children participating in the Center for Response to Intervention in Early Childhood (CRTIEC) Tier 1 Study. Results indicated that the proportions of children at Tier 2 and Tier 3 performance levels were higher for children in low-income eligibility programs and varied by program-level characteristics including numbers of English language learners and children with special needs, as well as the universal screening measure used. Implications of these findings suggest the importance of increased focus on early literacy and language in Tier 1 instruction in programs serving high proportions of children at risk as a means of preventing reading failure in future years. Another study revealed that secondary English language learners who learned English using STAR products had higher language and reading comprehension scores than English language learners who used only basal readers.

Study: Sample included a total of 1,077 students with complete assessment information. Of the participants, 514 (48%) were female and 563 (52%) were male. Slightly more than half of the students (53%) were African-American; Caucasian students were the second largest group (23%), and Hispanic students were the third largest group (19%); and, there were 29 (3%) Asian and 18 (2%) multi-racial students in the sample. A total of 580 (54%) were eligible for free or reduced price lunch program. Statistically similar distributions were evident across grades for gender ($\chi^2 = 0.45, df = 2, p > .05$), ethnicity ($\chi^2 = 12.00, df = 8, p > .05$), and free lunch status ($\chi^2 = 2.98, df = 2, p > .05$). The purpose of the current study was to examine levels of performance on and relationships between performance on two progress monitoring measures and a statewide end-of-grade achievement test. Findings indicated that STAR is a good predictor of end-of-grade achievement. Each year millions of students are at risk for serious and continued failure in school and many fail to make acceptable progress, especially when compared to their peers across different demographic groups (National Center for Education Statistics). This study found that progress monitoring measures administered during the school year predicted end-of-year performances very well. The best predictor of achievement in elementary school is prior performance in elementary school (Roehrig et al., 2008; Schilling et al., 2007; Wanzek et al., 2010); and, the best predictor of performance in middle school is performance in elementary school (Fang, 2010). Gaps on two formative measures of achievement for students from Asian and Caucasian ethnic backgrounds and their peers from Hispanic and African American ethnic backgrounds were also evident in summative end-of-grade achievement scores for these students. The implications for improving practice are clear: Continued use of progress monitoring measures such as STAR are powerful tools in efforts to identify students needing assistance to persist and affect high stakes assessments.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$36,491
Budgeted Expenditures in SFY 2023	\$40,194
Budgeted Expenditures in SFY 2024	\$44,213
Total Expenditures	<u>\$120,898</u>

Status

Approved

Line Item Comment from KSDE

4/25 - This item is marked as targeting learning loss for the vulnerable population of students most impacted by Covid-19 disruptions. The above narrative implies that it is a curriculum for all students. Please clarify how this program was decided upon specifically in relation to learning loss in vulnerable population (i.e. at-risk, special education etc...) as indicated by the 20% criteria.

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Line Item ID: 446-3-0058

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Programs/Software

Account Number

50355

Function Code

1000 - Instruction

Object Code

444 - Software Services

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Programs - DIBELS - This program allows us to identify a path for our most at-risk readers. It identifies which students need strategic or intensive interventions and this informs our Tiered intervention supports. With Covid-19 it is critical that we identify where the gaps are and implement the most appropriate interventions.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$1,121

Budgeted Expenditures in SFY 2023 \$1,121

Budgeted Expenditures in SFY 2024 \$1,121

Total Expenditures \$3,363

Status

Approved

Line Item Comment from KSDE

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Line Item ID: 446-3-0059

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Programs/Software

Account Number

50355

Function Code

1000 - Instruction

Object Code

444 - Software Services

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Programs - Second Step: Decades of research show the positive effects of universal, classroom-based SEL programs for children. There’s also broad recognition that benefits are even greater when children experience SEL throughout their day, across home, school, and out-of-school time environments, and throughout developmental stages. When implemented holistically, with a coordinated, community-wide approach, SEL can build stronger communities and support inclusive, equitable learning. Committee for Children’s research-based Second Step programs give teachers an easy-to-implement, engaging way to teach social-emotional skills and concepts. Second Step programs are designed to help children thrive and be more successful in school—ultimately setting them up to be thoughtful and productive adults. Social-emotional learning isn’t just a feel-good activity. It’s not psychotherapy or an attempt to parent kids. Nor is it a substitute for core academic subjects such as math, science, or literacy. Instead, SEL concepts provide an extra dimension to education (especially needed due to the effects of Covid 19), focusing on improving cooperation, communication, and decision-making (skills that have been negatively impacted by Covid 19). In a world where emotional intelligence is critical for lifelong happiness, successful careers, and healthier relationships, SEL gives students a framework for developing these skills.

Second Step Middle School helps students in early adolescence cope with challenges, create and maintain positive relationships, and succeed both socially and academically. The engaging lessons equip students with the mindsets, knowledge, and skills they need to handle strong emotions, make and follow through on good decisions, and create strong friendships while avoiding or de-escalating peer conflicts.

Second Step is committed to addressing racial injustice and helping drive real change in school communities. These resources help to implement social-emotional learning (SEL) in a way that builds on students’ cultural assets, critically examines systems of power, and develops better ways of teaching, learning, and being. The Collaborative for Academic, Social, and Emotional Learning (CASEL) calls this transformative SEL. Engaging in this form of SEL is challenging—it pushes participants to question long-standing beliefs, assumptions, and policies—but it is necessary to move toward a more just and equitable future.

For our most marginalized students impacted by learning loss due to the pandemic (low socio-economic, African American, and ELL students) helping them develop a growth mindset can have a strong impact on future success. John Hattie's research attached high effect sizes to this (attitude .35, grit .25, mindfulness .29, positive self concept .41, self efficacy .92). A mindset is a person’s beliefs about whether his or her abilities or characteristics are fixed, set, and unchangeable (fixed mindset), or malleable and capable of changing over time depending on circumstances and effort (growth mindset). Research on mindsets has focused on the effects of having a fixed (or entity) versus a growth (or incremental) mindset (Yeager et al., 2013). A growth mindset has been shown to create an internal “psychological world” that promotes resilience (Yeager & Dweck, 2012). Second Step targets growth mindset in two areas: intelligence (or the ability to do well in school) and personality. Interventions to promote a growth mindset about intelligence and academic achievement have been shown to improve grades overall and increase the percentage of at-risk students who pass their classes (Dweck et al., 2011). Second Step content targeting intelligence growth mindset is based closely on an intervention developed at Stanford University that was shown to be effective (Miu & Yeager, 2015). When students believe their intelligence and ability to do well in school are malleable and can grow and change based on experience and effort, their school-related behavior improves. Having a growth mindset about intelligence can improve students’ academic goals (they believe they can learn instead of thinking they’re unintelligent), attitudes toward effort in school (they believe trying hard creates success instead of believing they’re incapable), and responses to setbacks and difficulties (they try new strategies and work harder instead of giving up) (Yeager & Dweck, 2012).

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$2,749
Budgeted Expenditures in SFY 2023	\$2,749
Budgeted Expenditures in SFY 2024	\$2,749
Total Expenditures	<u>\$8,247</u>

Status

Approved

Line Item Comment from KSDE

4/25 - This item is an approved, evidence-based, curriculum and would be eligible for the 80%. However, it is marked as targeting learning loss for the vulnerable population of students most impacted by Covid-19 disruptions. The above narrative implies that it is a curriculum for all students. Please clarify how this program was decided upon specifically in relation to learning loss in vulnerable population (i.e. at-risk, special education etc...) as indicated by the 20% criteria.

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Line Item ID: 446-3-0060

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Programs/Software

Account Number

50355

Function Code

1000 - Instruction

Object Code

444 - Software Services

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Programs - Edgenuity: A small population of our students have been unable to return to in-person instruction as it existed prior to Covid 19. And some of our high school students are more in danger of not getting the credits they need to graduate. Edgenuity is an individualized online program we will utilize in our alternative school, credit recovery, and 6th-12th grade summer school to meet the learning loss needs of this population of at risk students.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$29,583

Budgeted Expenditures in SFY 2023 \$32,541

Budgeted Expenditures in SFY 2024 \$35,796

Total Expenditures \$97,920

Status

Approved

Line Item Comment from KSDE

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Line Item ID: 446-3-0061

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - Programs/Software

Account Number

50355

Function Code

1000 - Instruction

Object Code

444 - Software Services

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

TeamMates Mentor Program: Covid 19 created a population of students yearning for someone to connect to. TeamMates, founded by Dr. Tom Osborne, is a school-based mentoring program designed to positively impact students by inspiring them through mentorship to reach their full potential. Mentors receive considerable training and support throughout the mentor-student relationship. Students can be recommended for this program or nominate themselves for participation. Our number one priority in Independence Public Schools is the social, emotional, character, and academic development of Independence students. The mission of the TeamMates Mentoring Program aligns with our district mission to prepare all students to succeed and compete in a diverse society and supports a core belief that complete learning is a collaborative effort of home, school, and community.

Now more than ever our youth need our support. TeamMates is a school-based, strength-based, one-to-one program serving students in 3rd through 12th grade. Mentees are in the driver's seat when our matches meet in school, one time per week. And it doesn't stop there. TeamMates, a post-secondary program, is also strengths-based and one-to-one. TeamMates matches either meet virtually or in a safe public place, one time per month. For our most marginalized populations (economically disadvantaged, African Americans, and ELL students), graduating from high school and collegiate scholarships provide an invaluable avenue to post-secondary success. Despite Covid-19, TeamMates graduated its second largest class of high school students in May, with 702 graduating seniors and its highest senior mentee graduation rate of 98%. Since its inception in 1991 TeamMates expanded across the state of Nebraska. In recent years we have expanded into Iowa, Kansas, South Dakota and Wyoming, and now serve more than 10,000 students annually in 180 school districts. Providing unconditional support, affirmation and a reliable safe adult friend, for any student (3rd-12th grade) that has requested or is nominated, has resulted in 85% of our mentees expressing HOPE for the future. Since TeamMates began in 1991, it has mentored more than 43,000 young people in a safe, school based, environment. Data consistently records improved academic performance, better attendance and behavior and with a high rate of post-secondary education plans. High school graduation rates have been 95% or better in recent years. Combined with post-secondary partners, TeamMates annually provides more than \$3 million in college scholarships for graduates.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$30,000
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$30,000</u>

Status
Approved

Line Item Comment from KSDE

4/25 - This item is marked as targeting learning loss for the vulnerable population of students most impacted by Covid-19 disruptions. The above narrative implies that it is a curriculum for all students. Please clarify how this program was decided upon specifically in relation to learning loss in vulnerable population (i.e. at-risk, special education etc...) as indicated by the 20% criteria.

Please describe how this program will address learning loss in vulnerable populations specifically as they relate to Covid-19 learning loss.

Line Item ID: 446-3-0062

Allocation Type	Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure	
Direct Allocation	YES - this item is marked for Learning Loss Set Aside Expenditure	
Account Name	Account Number	
ESSER III - Certified Salary	50315	
Function Code	Object Code	Allowable Use
1000 - Instruction	110 - Regular Certified Salaries	11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Tutoring - Salary: Due to Covid 19 and the learning loss experienced by a large part of our population, we want to expand the opportunities for academic tutoring. We would hire high quality experienced personnel (teachers) to provide these services.

High-dosage tutoring is delivered frequently over time to accelerate learning. This tutoring model occurs one on one or in small groups of three or four to provide intentional and additional time to focus on building prerequisite knowledge while working on grade-level materials. Research has shown that tutoring can support learning gains and help students get back to grade-level learning in an accelerated manner, which is necessary for our most marginalized students suffering learning loss due to the pandemic (low socio-economic, African American, and ELL). The research recommends the following keys to successful tutoring programs: 1) three or more sessions per week (30-60 minutes per session) during the school day or immediately after school; 2) Elementary students may benefit from shorter, more frequent sessions (e.g., 20 minutes, five time per week) duration of at least 10 weeks one-on-one or small groups of three or four students consistency and building a relationship between tutor and students; 3) high-quality instructional materials aligned with classroom learning.

Required and elective tutoring opportunities facilitated by qualified tutors will be provided before and after school 3rd-12th grades in order to help students with learning gaps exacerbated by the pandemic. When it comes to combating learning loss, high-dosage tutoring is emerging as an effective approach. Research by the University of Chicago recognized High Dosage Tutoring as "highly effective" and found evidence that the method can double or triple the amount of math that students learn in a single school year. Plus, according to EdWeek, schools and districts are spending 62% more on educational technology to help bridge the learning gaps. The primary difference between high-dosage tutoring and regular tutoring is that high-dosage is far more structured and more frequent — 3+ times a week — and is done one-on-one or in a small group of 3 to 4 students. High-dosage tutoring should be taught by a qualified tutor, driven by formative assessment data, using high-quality instructional materials. One of the biggest differences between High Dosage Tutoring models and traditional tutoring models is that the goal is to accelerate student outcomes in high-dosage tutoring, not to remediate the learning like traditional tutoring models. Remedial education is expensive, and the means for identifying students in need of remediation are too varied among contexts. As education researchers analyze the impact of the COVID- 19 pandemic on learning progress in the United States, it is important to consider effective strategies to facilitate student mastery of essential skills that involve critical thinking, problem-solving, collaboration, and metacognition.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$19,600
Budgeted Expenditures in SFY 2024	\$19,600
Total Expenditures	<u>\$39,200</u>

Status
Approved

Line Item Comment from KSDE

4/25 - This item is marked as targeting learning loss for the vulnerable population of students most impacted by Covid-19 disruptions. The above narrative implies that it is a curriculum for all students. Please clarify how this program was decided upon specifically in relation to learning loss in vulnerable population (i.e. at-risk, special education etc...) as indicated by the 20% criteria.

Please clarify how this position will address learning loss due to Covid-19.

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III - FICA

Account Number

50335

Function Code

1000 - Instruction

Object Code

220 - Social Security Contributions

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Tutoring - FICA

Budgeted Expenditures in SFY 2021 \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,500**Budgeted Expenditures in SFY 2024** \$1,500**Total Expenditures** \$3,000**Status**

Approved

ESSER III APPLICATION FOR D0503

Status
Approved

KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Parsons	2900 Southern, Parsons, KS 67357	Box 1056, Parsons, KS 673571056
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Lori Ray	lray@vikingnet.net	(620) 421-5950

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Lori Ray	Superintendent	lray@vikingnet.net	(620) 421-5950
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Tonya Phillips		tphillips@vikingnet.net	
<u>Other District Representative 2 - Name</u>		<u>Other District Representative 2 - E-mail Address</u>	
Jeff Pegues		jpegues@vikingnet.net	

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1504851/USD503_ESSERIII-DistrictPlanForSafeReturn.2.pdf

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

Parsons District Schools plans to allocate ESSER III Relief funds to support students and staff in all areas including Health/Environment. We are working closely with the Kansas Department of Health and Environment, our county health department, KSDE, our local education service center, and neighboring school districts to remain up to date on guidance related to safely operating in-person learning.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

In developing our ESSER plan, we hosted focus groups with student councils at both the middle school and high school level. We then conducted a survey with all our middle school and high school students to gain their input. Their input helped determine the highest levels of need for pandemic related instruction and other support so that we could plan accordingly. The following supports/topics received the most interest from our students:
Summer enrichment activities, additional staff for academic and social emotional needs and upgrades to facilities to encourage participation and promote physical health and well being.
Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

Families

We have worked closely with our families in developing our ESSER plan. We have conducted in person parent/community meetings and surveys. We had forty families complete their survey. This does not include current staff that are also parents, as their feedback was included in the staff survey. Through the surveys and conversations, the following suggestions garnered the most interest from our our parents:
Summer school, after school and enrichment opportunities for students, additional supports for students with behaviors and social emotional issues due to the pandemic and additional academic supports. Followed closely by retention pay for teachers and HVAC systems to ensure proper and healthy air flow to classrooms. Our ESSER plan includes these suggestions from parents.

School and District Administrators including Special Education Administration

Our district administrative team meets weekly and collaborated regularly on the development of the ESSER III plan based on the needs of our student and staff populations both at the building and district level. Our district also receives special education services through Tri-County Interlocal 607 and has met with them monthly. These meetings have included a review of the survey and focus group data from the various special population groups. As a result of these meetings, the following have been determined as most important to address in our district.
Addressing learning loss with a robust evidenced based summer school and after school program including enrichment opportunities needs to be offered. We also need to focus on additional supports for students with behaviors and social emotional issues due to the pandemic. Followed closely by retention pay for teachers and HVAC systems to ensure proper and healthy air flow to classrooms. Our ESSER plan includes these suggestions.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

We have worked closely in collaboration with multiple stakeholder groups including: teachers, principals, school leaders, other educators, staff, and our local PNEA organization.
District leadership hosted a conversation in each school during a Wednesday morning Professional Learning Communities time to discuss the ESSER III funding and listen to input. All groups were then sent a follow up survey to have the opportunity to provide feedback and additional suggestions for the district ESSER III plan.

Tribes

Our student management and information system indicates that we do not have students currently enrolled that are connected to tribes. Through our surveys we also had no one indicate that their family was native american or connected to a tribe. District leadership spoke with Chris Howell, Executive Director Native American Affairs for the Kansas Governor's office and he confirmed that he was not aware of any Native American/American Indian Tribes that reside in Labette County. While we did not hear back from anyone, we believe our plans of support will benefit all populations of our students.

Civil Rights Organization including Disability Rights Organizations

The district hosted an ESSER III informational meeting for civil rights organizations including disability rights organizations to share information about ESSER III and get input from the organizations regarding how to best meet the need of students as it relates to their civil rights . Specific invitations were sent (via email and phone call) to Mr. Bob Booker the Director of CLASS LTD and Ms. Shari Coatney the CEO of SKIL both organizations in Parsons. The meeting was then followed up with a survey asking for these specific groups to provide input regarding the ESER III plan and priorities. While we did not hear back from anyone, we believe once implemented, our plan of supports will benefit all populations of our students.

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

The district offered an ESSER III informational meeting on April 20, 2022 to share information about ESSER III and receive input. This was open to all stakeholder groups. Special invitations were sent to our Youth Crisis Shelter, Successful Dreams, DCF contacts and contacts from the foster agencies KVC and TFI. The information night was followed up with an online survey asking for stakeholder groups to provide input regarding the ESSER III plan and priorities. While we did not hear back from anyone, we believe our plan of supports will benefit all populations of our students.

Provide the public the opportunity to provide input and take such input into account

The district offered a community ESSER III information meeting on April 20, 2022 to share the information about ESSER III. This was open to all the public. While only a handful attended the information night was followed up with an online survey giving the public the opportunity to provide input and offer feedback.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

Covid-19 continues to have a direct and significant impact on the 1300 Prek-12 students in USD 503. School building closures during the spring 2020 and the significant numbers of quarantined students and remote learners during the 20-21 resulted in both academic & emotional learning loss for students. In the 21-22 school year remote services were discontinued with a small percentage of students participating in a virtual program. During the 21-21 school year 10-14 day quarantine protocols continued to compound the learning loss in both academics and social emotional areas for our students and staff. (Some students were quarantined multiple times resulting in an even larger impact.)

The school closures and quarantines clearly illustrated the disparity of resources our families had within their own homes to manage during a pandemic. Over 70% of our students are eligible for a free or reduced meal district wide and necessities became the focus for many families during this time.

Our current students' Fastbridge, MAP and DIBELS assessment data continues to show a gap between expected levels of performance and achievement for our students. Our intervention groups are larger based on need. Continuing to implement our after-school programs, summer school programs and high quality tier 2 and tier 3 interventions, at all levels Prek-12, will improve our achievement data and student outcomes. However, we recognize that the gap continues to exist and without these intentional and additional resources the gap will continue to grow.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

1. Parsons will provide after school and summer learning programs to include strong intervention programs, enrichment programs and credit recovery opportunities.

S. McCombs, J. S., Augustine, C., Schwartz, H., Bodilly, S., McInnis, B., Lichter, D., & Cross, A. B. (2012). Making summer count: How summer programs can boost children's learning. Education Digest: Essential Readings Condensed For Quick Review, 77(6), 47-52. Retrieved from https://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND_MG1120.pdf

Terzian, M., & Moore, K. A. (2009). What works for summer learning programs for low-income children and youth:

Browne, D. (2013). Think summer: Early planning, teacher support boost summer learning programs. Journal of Staff Development, 34(6), 46-49. Retrieved from <https://learningforward.org/docs/default-source/jsddecember-2013/browne346.pdf?sfvrsn=2>

Sloan McCombs, J., Augustine, C. H., Schwartz, H. L., Bodilly, S. J., McInnis, B., Lichter, D. S., & Brown Cross, A. (2012). Making summer count: How summer programs can boost children's learning. Education Digest: Essential Readings Condensed for Quick Review, 77(6), 47-52. Retrieved from <https://eric.ed.gov/?id=EJ978299> Full text available from <https://www.wallacefoundation.org/knowledge-center/pages/making-summer-count-how-summer-programs-can-boostchildrens-learning.aspx>

Nastu, J. (2011). Early intervention and credit recovery programs are helping at-risk students succeed. eSN Special Report: Keeping students on a path to graduation. Retrieved from <http://Nastu.eschoolnews.com/2011/02/22/esn-special-reportkeeping-studentson-a-path>

Oliver, K., Osborne, J., P

Watson, J., & Gemin, B., (2008). Using on-line learning for at-risk students and credit recovery. Vienna, VA: North American

Council for Online Learning. Retrieved from http://www.inacol.org/research/promisingpractices/NACOL_CreditRecovery_PromisingPractices.pdf

2. Parsons will continue to provide academic progress monitoring using Fastbridge, MAP, DIBELS. The district will use Panorama as a data warehousing platform to easily track student achievement and growth in order to make necessary changes in instruction and planning.

Veronica S. Smith, "Data Dashboard as Evaluation and Research Communications Tool," in Tarek Azzam and Stephanie Evergreen, eds. *Data Visualization, Part 2. New Directions for Evaluation* 140 (Winter, 2013), 21-45.

<http://onlinelibrary.wiley.com/doi/10.1002/ev.20072/abstract>

Hunter, Gerald P., Stephanie Williamson, Asa Wilks, Janet M. Hanley, and Brian M. Stecher, *Using Data to Support the Intensive Partnerships for Effective Teaching Initiative: Data Collection, Metric and Dashboard Creation, and Lessons Learned*. Santa Monica, CA: RAND Corporation, 2020. https://www.rand.org/pubs/research_reports/RR2917.html.

Psychometric Evidence of FastBridge Universal Screening & Progress Monitoring System. Illuminate Education (2021)

<https://www.illuminateed.com/wp-content/uploads/2021/07/Psychometric-Evidence-of-FastBridge-Universal-Screening-Progress-Monitoring-System-2021.pdf>

3. Parsons will use SEL Tier 1 Curriculum (Second Step and Core Project) in addition to social emotional screeners through FastBridge and Panorama. Screener data will help identify and monitor students that need additional social and emotional supports.

Greenberg, M. T., Domitrovich, C. E., Weissberg, R. P., & Durlak, J. A. (2017). Social and emotional learning as a public health approach to education. *The Future of Children*. Retrieved from <https://eric.ed.gov/?id=EJ1144819>

U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2013, March). *Children Classified as Having an Emotional Disturbance intervention report: Second Step*. Retrieved from <http://whatworks.ed.gov>.

Frey, K., & Sylvester, L. (1997). *Research on the Second Step program: Do student behaviors and attitudes improve? What do teachers think about the program?* Seattle, WA: Committee for Children.

Frey, K. S., Hirschstein, M. K., & Guzzo, B. (2000). Second Step: Preventing aggression by promoting social competence. *Journal of Emotional and Behavioral Disorders*, 8(2), 102-112.

Psychometric Evidence of FastBridge Universal Screening & Progress Monitoring System. Illuminate Education (2021)

<https://www.illuminateed.com/wp-content/uploads/2021/07/Psychometric-Evidence-of-FastBridge-Universal-Screening-Progress-Monitoring-System-2021.pdf>

4. Parsons will provide research based professional learning opportunities and supports for staff, including: Trauma Informed, Resilience, and LETRs Training

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute. https://learningpolicyinstitute.org/sites/default/files/productfiles/Effective_Teacher_Professional_Development_REPORT.pdf.

Darling-Hammond, L. & Richardson, N. (2009). *Research Review/Teacher Learning: What Matters? How Teachers Learn*, 66(5), 46-53. <http://www.ascd.org/publications/educational-leadership/feb09/vol66/num05/Teacher-Learning@-What-Matters%C2%A2.aspx>

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute. https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf.

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publication no. 00-4769). National Institute of Child Health & Development. <https://www1.nichd.nih.gov/publications/pubs/nrp/Documents/report.pdf>

5. Funds will be used to hire an additional interventionist, classroom size reduction teacher, social worker and academic coach to provide smaller class sizes and tiered systems of academic and social emotional supports in the classroom and after school. These staff members will help support teachers and administrators in addressing the learning loss and work with families to provide support for students social emotional needs across the district.

Meta-Analysis of Research on Class Size and Achievement Author(s): Gene V. Glass and Mary Lee Smith Source: *Educational Evaluation and Policy Analysis*, Vol. 1, No. 1 (Jan. - Feb., 1979), pp. 2- 16 Published by: American Educational Research Association

Promoting Academic Success through Social and Emotional Learning (SEL), Pierce, Petokubi, Nishoioka, and Farrell <https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/wa-sel-training5-slides.pdf>

6. Family engagement funds will be provided to each school to build community, provide support and outreach to our families, as well as Parent Education Camps to give SEL / Trauma Training and skills to parents. Developing strong family and

school connections and supports will have a positive impact on student success and performance and reduce the rate of absenteeism and drop out. These funds will help provide communication tools necessary for every student and family to have equal access to services provided and offered by the school system.

Parental Involvement as a Important Factor for Successful Education <https://files.eric.ed.gov/fulltext/EJ1156936.pdf>

A Meta-Analysis of Dropout Prevention Outcomes and Strategies <http://www.dropoutprevention.org/meta-analysis-dropout-prevention-outcome-strategies/> C., H. J. A. (2009).

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

Additional ESSER funds will be requested that meet the acceptable uses consistent with section 2001(e)(2) of the ARP Act and are supported by stakeholder input. These funds will support the improvement of indoor air quality, implement public health protocols required for the operation of school facilities, in addition to providing: touchless systems to prevent the spread of the virus, effective communication and amplification tools, additional mental health service and supports to families, students and support additional teacher duties and retention of staff.

How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

Our ESSER Plan was developed collaboratively with key stakeholders in our community, our local special education interlocal, staff, administration, students, parents and community. The focus of our planning and collaborating with such a diverse group, was to ensure we developed plans that address the general needs of our community, but also maintained an important focus on addressing the specific needs of all student and staff populations. These collaborative conversations remain ongoing and will continue to inform our decision making throughout the pandemic and beyond.

We have utilized data to make informed decisions that will meet the needs of our community with a focus on all of our students including any diverse demographic groups that may have been impacted disproportionately.

As we move forward we will continue to collaborate with all of our stakeholders and we will utilize our data to determine the evolving needs of our district. This ongoing communication and data analysis will ensure that we are monitoring the implementation of the interventions that we will put in place as a result of our ESSER funds.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$4,663,635	\$0	\$4,663,635	ESSER III Allocations	\$932,727
Approved Total	\$3,895,993	\$0	\$3,895,993	Approved Total	\$686,000
Amount Left	\$767,642	\$0	\$767,642	Amount Still Needed	\$246,727
In Review Total	\$180,000	\$0	\$180,000	In Review Total	\$180,000
Amount Left	\$587,642	\$0	\$587,642	Amount Still Needed	\$66,727

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
503-3-0021	Direct	True	1000	110	12	\$180,000	Task Force Review
503-3-0001	Direct	False	2600	730	14	\$1,881,490	Approved
503-3-0002	Direct	False	2600	730	14	\$170,808	Approved
503-3-0005	Direct	False	2600	730	14	\$542,354	Approved
503-3-0006	Direct	False	1000	110	16	\$105,000	Approved
503-3-0007	Direct	False	1000	110	1A	\$105,000	Approved
503-3-0008	Direct	True	1000	120	12	\$225,000	Approved
503-3-0009	Direct	True	1000	110	11A	\$95,000	Approved
503-3-0010	Direct	True	1000	120	11A	\$55,000	Approved
503-3-0011	Direct	True	2710	120	11A	\$25,000	Approved
503-3-0012	Direct	True	1000	600	11A	\$25,000	Approved
503-3-0013	Direct	True	1000	110	11B	\$155,000	Approved
503-3-0014	Direct	True	1000	120	11B	\$35,000	Approved
503-3-0015	Direct	True	1000	735	12	\$31,000	Approved
503-3-0016	Direct	True	1000	735	11B	\$40,000	Approved
503-3-0017	Direct	False	1000	110	16	\$150,000	Approved
503-3-0018	Direct	False	1000	120	16	\$150,000	Approved
503-3-0019	Direct	False	2500	120	16	\$105,341	Approved
503-3-0020	Direct	False	2600	730	14	\$88,687	Disapproved
503-3-0003	Direct	False	2600	730	15	\$359,195	Disapproved

Line Item Details

Line Item ID: 503-3-0021

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III CERTIFIED STAFF

Account Number

39600

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Covid-19 has had a direct impact on student learning. Our current students' Fastbridge, MAP and DIBLES assessment data continues to show a gap between expected levels of performance and achievement in both reading and math. Additional research based professional development learning opportunities in the science of reading (LETRS) will improve our achievement data and student outcomes.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$90,000
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Budgeted Expenditures in SFY 2024	\$90,000
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Total Expenditures	<u>\$180,000</u>
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Status

Task Force Review

Line Item Comment from KSDE

New Line Item

Line Item ID: 503-3-0001

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III DW EQUIPMENT

Account Number

39760

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

730 - Equipment

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Covid-19 has caused us to focus on indoor air quality and fresh air circulation/ventilation/air filtration in our school facilities to prevent the spread of the virus and any other air-borne disease. The Middle School provides classroom space for over 300 students and approximately 50 staff members, so it is critical that the facilities promote health, well-being, and protection from Covid and any other air-borne disease. The installation of new HVAC equipment will provide improved health benefits for our students and staff.

The HVAC and boiler system is over 20 years old. These systems have struggled to keep up with the circulation, ventilation, filtration system requirements needed to protect the health and wellness of students and staff. The temperature differentials in classrooms are antiquated and have been unmanageable even when the controls are similarly set. Greenbush has come twice in the past four years to conduct air quality testing due to the amount of humidity that is present in some classrooms and the possibility of mold. The inconsistency in air quality and functioning of the current HVAC/boiler equipment clearly indicated a need for updated replacement equipment to be installed.

The district worked through a solicitation and selection process interviewing firms to provide an assessment of the needs and scope of the work as it relates to the installation of a new HVAC system in the Middle School. Because the district lacked expertise to write accurate bid specs and to supervise the subsequent work of the contractors, the district utilized local funds to hire a project manager. The project manager is being paid 100% from local funds and will not perform any of the subcontracting work on the project. With the assistance of the project manager, bids were solicited on behalf of the district through advertisement in newspapers and outreach to all known qualified contractors. The systems and mechanical contractors that were selected were the lowest bidder and we believe will deliver the best service and units for the cost.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$1,881,490
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$1,881,490</u>

Status

Approved

Line Item Comment from KSDE

Allowable if CDC guidelines are met.

Line Item ID: 503-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III DW EQUIPMENT

Account Number

39760

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

730 - Equipment

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Covid-19 has caused us to focus on indoor air quality and fresh air circulation/ventilation in our school facilities to prevent the spread of the virus and any other air-borne disease. The Hughes Building at the Middle School is a separate building from the main school and provides the classroom space for weightlifting, workout space, and locker rooms for our practice field. It is used by our physical education students daily and athletic teams year around. The building has limited windows (none that can be opened due to design and height) and currently no HVAC system. There is a large fan that is used to blow air inside the building but it in no way can be regulated to make sure that the indoor air quality is good or that enough fresh air is being circulated in the building. Adding an HVAC system to this building will dramatically increase the amount of time students can safely spend in the building during extreme temperature months especially and ensure that there is adequate air flow and improved air quality to benefit student health.

The district worked through a solicitation and selection process interviewing firms to provide an assessment of the needs and scope of the work as it relates to improving air quality and the installation of a new HVAC system. Because the district lacked expertise to write accurate bid specs and to supervise the subsequent work of the contractors, the district utilized local funds to hire a project manager. The project manager is being paid 100% from local funds and will not perform any of the subcontracting work on the project. With the assistance of the project manager, bids were solicited on behalf of the district through advertisement in newspapers and outreach to all known qualified contractors. The Trane system and mechanical contractor that were selected were the lowest bidder and we believe will deliver the best service and unit for the cost.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$170,808
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$170,808</u>

Status

Approved

Line Item Comment from KSDE

Allowable if CDC guidelines are met.

Line Item ID: 503-3-0005

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III DW EQUIPMENT

Account Number

39760

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

730 - Equipment

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

To help mitigate the spread of Covid-19 and any other air-borne diseases we have focused on indoor air quality and fresh air circulation/ventilation/air filtration in our school facilities. HVAC controls are necessary to better control/manage the systems and provide the healthiest outcomes (for our people and the systems). Our schools provide classroom space for over 1300 students and approximately 250 staff members. It is critical that the facilities promote health, well-being, and protection from Covid and any other air-borne disease. The installation of new HVAC controls throughout the district will provide control over the system district wide so that any issues can quickly be identified and addressed. This will result in improved health benefits for our students and staff and mitigate the risk associated with virus transmission. The district doesn't currently have HVAC controls, and this has caused significant issues due to inconsistent temperatures, operation, and inconsistent air circulation and ventilation. Due to the variances in buildings, it has been difficult for our maintenance and custodial staff to properly monitor the circulation, ventilation, filtration system requirements needed to protect the health and wellness of students and staff. The district worked through a solicitation and selection process interviewing firms to provide an assessment of the needs and scope of the work as it relates to the installation of HVAC controls throughout the district. Because the district lacked expertise to write accurate bid specs and to supervise the subsequent work of the contractors, the district utilized local funds to hire a project manager. The project manager is being paid 100% from local funds and will not perform any of the subcontracting work on the project. With the assistance of the project manager, bids were solicited on behalf of the district through advertisement in newspapers and outreach to all known qualified contractors. The system and mechanical contractors that were selected were the lowest bidder and we believe will deliver the best service and units for the cost. The Construction and capital expense request has been submitted.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$542,354
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$542,354</u>

Status

Approved

Line Item Comment from KSDE

Allowable if CDC guidelines are met.

Line Item ID: 503-3-0006

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III CERTIFIED STAFF

Account Number

39600

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

The Covid-19 pandemic and subsequent school closures and quarantines have clearly illustrated the disparity of resources available among our students and families and the need for additional supports. With over 70% of our students eligible for a free or reduced-price meal and a high rate of foster children in our district, poverty and trauma were exacerbated by the pandemic. It quickly became clear that to meet student and family social, emotional and mental health needs it was necessary to hire a social worker. This staff is trained and experienced in social work, therefore better able to address student and family challenges faced due to the pandemic. Our families need the additional support of a social worker to help address issues with basic needs and parenting so that our children can come to school ready to learn. Our students have struggled with self-regulation and a licensed social worker can provide the classroom, individual and small group support necessary to help a child be successful in school. This staff member will participate regularly in student improvement team meetings and student of concern meetings to help wrap around the services for both families and students that are available and necessary.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$50,000
Budgeted Expenditures in SFY 2024	\$55,000
Total Expenditures	<u>\$105,000</u>

Status

Approved

Line Item ID: 503-3-0007

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III CERTIFIED STAFF

Account Number

39600

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

Please describe the expenditures within the account and how they will address a COVID-19 need

Covid-19 has had a significant impact on a myriad of things specific to our secondary students including attendance, course completion for credit and the number of students graduating college and career ready. To address these pandemic related needs the district will hire an academic advisor/teacher. This advisor/teacher will have dual roles in both teaching classes to high school students helping them prepare to graduate college and career ready and working directly with staff and families to help support students reach academic and graduation goals. The advisor/teacher will monitor student data and ensure that attendance and course completion is on track for graduation. Data will be examined for the entire student population, as well as looked at by sub-groups to ensure that equity is being addressed as evidenced by student need. The advisor/teacher will participate regularly in Student Improvement Team (SIT) meetings and ensure that the students Individual Plans of Study (IPS) are up to date and reflective of the student's current situation and goals. This individual will coordinate weekly IPS meetings and materials in addition to gathering evidence of current levels of student learning. The advisor/teacher will be a part of the leadership team developing strategies and ideas to build on student strengths and address weaknesses in that learning, helping teachers implement those strategies and ideas.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$50,000
Budgeted Expenditures in SFY 2024	\$55,000
Total Expenditures	<u>\$105,000</u>

Status

Approved

Line Item ID: 503-3-0008

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III CLASSIFIED INSTRUCTIONAL

Account Number

39720

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Covid-19 has had a significant impact on the academic, social emotional and behavioral health of our students which has a direct impact on student learning.

Parsons is a district with high rates of poverty and the highest rate of foster care children (per capita) in the state of Kansas. These students often have suffered tremendous trauma while in the home or the foster care system and long before they come to school.

In response to this need, the district has dedicated academic/behavior recovery classrooms in each of the elementary schools where non-certified/classified staff are working with small groups or one on one with students on academics and behavior, transitioning back into the regular classroom with a level of support to be successful. This is a general education Tier 3 intervention focused on academics and self-regulation for our most vulnerable youth. (Section 1114 ESEA)

Prior to Covid, staffing levels were adequate. However, the number of students that are struggling with academics and disrupt the learning environment has increased dramatically since Covid and that impacts their own learning as well as their peers. This struggle can be attributed to a variety of pandemic related challenges and limitations.

We need additional support to help meet students' academic learning needs by providing academic, social, emotional and behavior interventions moving forward. As a result of the need, we are increasing the number of academic/behavior aides in classroom for a total of 4 additional non-certified/classified staff.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$110,000
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Budgeted Expenditures in SFY 2024	\$115,000
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Total Expenditures	\$225,000
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Status

Approved

Line Item ID: 503-3-0009

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III CERTIFIED STAFF

Account Number

39600

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Covid- 19 has caused significant learning loss for our students K-12. To combat those losses, our summer school programs have planned for robust, direct, explicit instruction and support based on student achievement and social emotional data. We had approximately 150 students in grades K-5, 30 students grade 6-8 and 30 students grade 9-12. To keep the student/teacher ratio low and provide explicit instruction our certified teacher numbers for K-5 were a 1:7 and for our secondary students 1:6 not including the enrichment workshop teachers. Based on this summer 210 students and 30 certified staff, the expectation is that those numbers will continue to increase in the summer of 2023 and 2024. After a year of successful summer school and enrichment opportunities, parents will feel more comfortable sending their child to summer school and additional learning gaps will be identified as the school year begins and progresses.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$45,000
Budgeted Expenditures in SFY 2024	\$50,000
Total Expenditures	<u>\$95,000</u>

Status

Approved

Line Item ID: 503-3-0010

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III CLASSIFIED INSTRUCTIONAL

Account Number

39720

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Covid- 19 has caused significant learning loss for our students K-12. In an effort to combat those losses, our summer school programs have planned for robust and direct instruction and support based on student achievement and social emotional data. Support staff have been critical in the success of the programs providing meals, small group instruction and one on one support. Twenty classified staff have been employed district wide for summer school/credit recovery instruction and support in the summer of 2022. We expect those numbers to increase based on increased projected enrollment for the summers of 2023- and 2024.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$25,000
Budgeted Expenditures in SFY 2024	\$30,000
Total Expenditures	<u>\$55,000</u>

Status

Approved

Line Item ID: 503-3-0011

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III TRANSPORTATION

Account Number

39622

Function Code

2710 - Vehicle Operation

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Covid-19 negatively impacted student learning causing learning gaps, learning loss, missed instruction and slow achievement growth. In order to address these losses it is necessary for the district to provide summer learning and enrichment programs. The district has over 70% of students that qualify for a free or reduced meal. This poverty impacts a family's ability to provide regular and reliable transportation. In order for our students to be able to attend and participate in summer school they have to have transportation. These funds will provide school bus transportation for students to and from summer school/credit recovery and enrichment opportunities for grades K-12.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$10,000
Budgeted Expenditures in SFY 2024	\$15,000
Total Expenditures	\$25,000

Status

Approved

Line Item Comment from KSDE

Line Item ID: 503-3-0012

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III SUMMER SUPPLIES

Account Number

39750

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

11A - Planning and implementing summer learning or enrichment programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Due to Covid-19 and poverty levels in the district, our students have not had the opportunities for educational experiences in group settings outside of the classrooms. The field trips for students in grades K-5, are directly related to, and an extension of the curriculum and instruction taught throughout the summer school program. These trips build background knowledge and allow students the opportunity for properly supervised educational experiences to rebuild and practice socially appropriate behaviors with a group in the community at large. Trips to the public library, children's museum, recreation center, zoo and nature areas will be included.

Covid-19 has caused our students in grades 6-12 to be isolated from one another with social distancing and multiple quarantines. Technology and screen time became the focus versus the time spent in conversations and with face-to-face interactions. This has had a direct impact on students social and emotional health and attendance. To help support social and emotional health in addition to credit recovery and traditional summer school, enrichment opportunities for students included summer workshops- where students can sign up to work with a group of other students led by a teacher to work on a specific project or activity. These workshops provided the social settings and opportunities that our secondary students need to rebuild relationships with each other and with staff. It also reinforced for students a reason to stay in school. These workshops included BBQ classes, book clubs, community service projects, gardening, and others.

Instructional supplies for summer school and credit recovery will include, reading and math consumable books, paper, pencils, crayons, construction paper, project supplies, books, games, gardening supplies, and some additional software expenses including Edgenuity and Study Island for summer courses.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$10,000
Budgeted Expenditures in SFY 2024	\$15,000
Total Expenditures	<u>\$25,000</u>

Status

Approved

Line Item Comment from KSDE

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III CERTIFIED STAFF

Account Number

39600

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Covid-19 has caused significant learning loss for our students due to multiple quarantines, sickness and missed instruction. Due to Covid-19 the district also couldn't hold after school programs from March 2020-December 2021 then on a very small and limited basis during the spring of 2022. This additional support is necessary to help support students in making academic progress and remediate learning loss caused by the pandemic and poor school attendance. After school programs will be held at each building K-12 with approximately 10-12 certified staff total district wide, depending upon student data and need. These teachers will reteach and focus instruction on missing skills, help with current coursework and support credit recovery.

Due to prior limited participation due to COVID-19 restrictions, budgeting for the after-school program in 2023 and 2024 is more future based than past based. For 2023, the budget estimate was calculated as follows:

12 staff per day * 2 hours per day = 24 hours total per after school program day

24 total daily hours * \$20/hour = \$480.00/day

\$480.00 per day * 4 days per week = \$1920.00 per week

\$1920.00 * 38 weeks (estimated school weeks less Christmas break) = \$72,960

Rounded up to \$75,000 to allow for additional hours, snow day make-up, etc.

Budgeting for 2024 entailed taking the 2023 budget and increasing 6%, due to both potential wage increases, and potential staff increases, if necessary.

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$75,000

Budgeted Expenditures in SFY 2024 \$80,000

Total Expenditures \$155,000

Status

Approved

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III TRANSPORTATION

Account Number

39622

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Covid-19 negatively impacted student learning causing learning gaps, learning loss, missed instruction and slow achievement growth. In order to address these losses it is necessary for the district to provide after-school programs for explicit and direct instruction to help student attain those skills.

The district has over 70% of students that qualify for a free or reduced meal. This poverty impacts a family's ability to provide regular and reliable transportation. In order for our students to be able to attend and participate in after-school programs, they have to have transportation. These funds will provide daily school bus transportation for students K-12 at the conclusion of after school programs.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$17,000
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Budgeted Expenditures in SFY 2024	\$18,000
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Total Expenditures	\$35,000
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Status

Approved

Line Item ID: 503-3-0015

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III TECH SUPPLIES

Account Number

39652

Function Code

1000 - Instruction

Object Code

735 - Technology -Related Software

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Covid 19 has impacted student learning with prolonged absences due to sickness and quarantines resulting in learning loss. The purchase of Fastbridge will allow us to screen students for specific reading deficits and plan explicit instruction based on that data and individual student needs.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$14,000
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Budgeted Expenditures in SFY 2024	\$17,000
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Total Expenditures	\$31,000
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Status

Approved

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III TECH SUPPLIES

Account Number

39650

Function Code

1000 - Instruction

Object Code

735 - Technology -Related Software

Allowable Use

11B - Planning and implementing supplemental after-school programs.

Please describe the expenditures within the account and how they will address a COVID-19 need

Covid 19 has impacted student learning and social emotional health with prolonged absences due to sickness and quarantines. Panorama will be used to track academic and social emotional data for individual students, cohorts and classrooms. In addition, Panorama provides social emotional screeners for teachers and students. These completed screeners will allow the district to better meet the social emotional needs of students and staff by identifying specific areas that indicate a need for support. Panorama will sync regularly with our student information system and our assessments (FastBridge, Dibels, MAP) allowing us to have all the academic assessment data and social emotional data for each student in one place for easy retrieval and access. Using this system will ensure that our student improvement teams have a more accurate picture of the whole student and their individual needs based on both the social emotional and academic data.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$20,000
Budgeted Expenditures in SFY 2024	\$20,000
Total Expenditures	<u>\$40,000</u>

Status

Approved

Line Item Comment from KSDE

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III CERTIFIED STAFF

Account Number

39600

Function Code

1000 - Instruction

Object Code

110 - Regular Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

This is for certified staff salaries whose duties cannot be performed due to absences related directly to Covid-19, including a self-positive, or other immediate family member or dependent. The \$75,000 allocated to expenditures in 2023, and again in 2024, is calculated as a percentage of total certified staff compensation in school year 2020-2021 (the most complete year prior to the time period of available information), compared to the average district wide Covid-19 positivity rates from November 19, 2021, which was during the height of our most significant battle with Covid-19 positive students and staff. In 2020-2021, year to date gross compensation for certified staff was just under \$7,000,000, and the district wide positivity rate on 11/19/2021 was 2.47%. Please note the following calculation:

$$\$75,000 / \$6,919,327.47 = 1.08\% \quad \text{District wide Covid-19 positivity rate on 11/19/2021} = 2.47\%$$

Comparing the 1% certified compensation rate to the 2.47% positivity rate, we first considered that the 2.47% positivity rate included both students and staff and made a reduction of 1%, which left 1.47% remaining to reconcile. Next, we reduced .47% due to the hiring of additional full-time substitutes to help combat certified staff absences. This brought us to the final reconciliation of 1% of certified staff salaries for each year 2023 and 2024, totaling \$150,000 of our ESSER III allocation.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$75,000
Budgeted Expenditures in SFY 2024	\$75,000
Total Expenditures	<u>\$150,000</u>

Status

Approved

Line Item Comment from KSDE

Line Item ID: 503-3-0018

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 CLASSIFIED INSTRUCTIONAL

Account Number

39720

Function Code

1000 - Instruction

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

This is for continuation of classified staff salaries whose duties cannot be performed during absences related directly to Covid-19, including a self-positive, other immediate family member, or dependent. The \$75,000 allocated to expenditures in 2023, and again in 2024, is calculated as a percentage of total classified staff compensation in school year 2020-2021 (the most recent complete school year information), compared to the average district wide Covid-19 positivity rates from November, 19, 2021, which was during the height of our most significant battle with Covid-19 positive students and staff. In 2020-2021, total gross compensation for classified staff was \$2,321,945.91, and the district wide positivity rate on 11/19/2021 was 2.47%. Please note the following calculation:

$\$75,000 / \$2,321,945.91 = 3.23\%$ District wide Covid-19 positivity rate on 11/29/2021 = 2.47%

Even though the district wide Covid-19 positivity rate of 2.47% includes both students and staff, we did not adjust downward for classified staff. We considered that classified staff positions are generally not covered by either full-time substitutes or on-call substitutes. This lack of coverage often requires other classified staff to work overtime hours to maintain necessary operations during Covid-19 related absences. These considerations allowed us to be satisfied with our projection of a 3.23% increase in staff costs as it compares to the district wide Covid-19 positivity rate of 2.47% on 11/29/2021.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$75,000
Budgeted Expenditures in SFY 2024	\$75,000
Total Expenditures	<u>\$150,000</u>

Status

Approved

Line Item ID: 503-3-0019

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III OTHER SUPPORT STAFF

Account Number

39610

Function Code

2500 - Central Services

Object Code

120 - Regular Non-Certified Salaries

Allowable Use

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

Please describe the expenditures within the account and how they will address a COVID-19 need

Non-instructional staff salaries related to duties which either cannot be performed due to an absence directly related to Covid-19, including a self-positive, immediate family or other dependent positive. These funds could also apply to additional staff duties related to Covid-19, including business office processing, recordkeeping and reporting. It could also apply to technology, maintenance and other related duties for maintaining federal compliance in a quickly changing environment as it relates to Covid-19. This is a small amount of dollars relative to our yearly overall salary cost, but there have been times when additional staff were needed on short-notice. For example, during a period of particularly high participation at our drive-through nasal swab Covid-19 testing site, we needed additional staff to help direct traffic through queues, call students and staff with results and maintain documentation and records.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$52,200
Budgeted Expenditures in SFY 2024	\$53,141
Total Expenditures	<u>\$105,341</u>

Status

Approved

Line Item Comment from KSDE

Line Item ID: 503-3-0020

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III DW EQUIPMENT

Account Number

39760

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

730 - Equipment

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Environmental sensors will be installed in the high school and middle school monitoring temperature, humidity, TVOC (total measure of Volatile Organic Compounds), particulate matter 2.5 (refers to tiny particles inhale particles or droplets in the air that can have negative health effects), vape, air quality, noise level and motion. Monitoring all of this data will allow for early detection and timely resolution of issues for the health and safety of our students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$88,687
Budgeted Expenditures in SFY 2023	\$0
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$88,687</u>

Status

Disapproved

Line Item Comment from KSDE

This is not allowable use of ESSER funds.

Line Item ID: 503-3-0003

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III DW EQUIPMENT

Account Number

39760

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

730 - Equipment

Allowable Use

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

Covid-19 has illustrated the significant need for clear and safe communication. In our district from August 2020-April 2022 everyone wore masks. It is written in policy that anytime district wide positivity rates reach 1.5% we will go back to a mask mandate. Our students reported that it was a real struggle to hear the teacher clearly while he/she was instructing with a mask. This inability to clearly hear instruction or directions compounded the learning struggles for students and stress on teachers.

We purchased a microphone sound amplification system but our current intercom systems are antiquated, not reliable and the speakers do not provide any sound amplification for classrooms. The new system would allow all teachers and staff to wear a microphone and have their voices amplified through the speakers in the intercom system in the classroom addressing a critical need for everyone to clearly hear the instruction and improve the teaching and learning. Sound amplification is critical during mask mandates.

The new intercom systems will allow for safe delivery of amplified instruction in a face-to-face setting, contactless communication when needed and provide the necessary precautions to communicate clearly and safely during a pandemic. New systems would also allow for staff to contact one another via intercoms vs face to face interaction thus reducing the potential spread of the virus in addition to providing critical sound amplification for staff and students,

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$359,195
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$359,195</u>

Status

Disapproved

Line Item Comment from KSDE

This is not allowable use of ESSER funds.

ESSER III APPLICATION FOR D0506

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>
Labette County	401 S. High School, Altamont, KS 673300189	Box 189, Altamont, KS 673300189
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
John Wyrick	jwyrick@usd506.org	(620) 784-5326

Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Johnny Wyrick	Superintendent of Schools	jwyrick@usd506.org	(620) 517-0051
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Shane Holtzman	sholtzman@usd506.org		
<u>Other District Representative 2 - Name</u>	<u>Other District Representative 2 - E-mail Address</u>		

Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.usd506.org/vimages/shared/vnews/stories/60ca1fe2b6c27/2021-2022School%20Reopening%20Plan.pdf

Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

Our school district has relied on the Labette County Health Department and Community Health Center of Southeast Kansas as our guide for making COVID mitigation decisions. Throughout the pandemic, USD 506 has made changes to our procedures as new guidance has become available (i.e., KDHE, CDC, and local officials).

We will continue to follow health officials' guidance as COVID continues to evolve. Implementation of COVID protocols in our schools will continue to evolve as guidance is provided. Moving forward, as recommended by our health department, we will continue our COVID testing program for staff and students. This will allow us to identify individuals who may be COVID-positive and also help us keep students/staff in school who may have otherwise been quarantined. To keep this practice in place, we plan to retain the services of our testing team with the assistance of KDHE and ESSER III Funds. In addition, we will keep PPEs (masks, hand sanitizer, food service equipment that will allow for social distancing, shields, etc.) in stock and continue to provide options/products for proper social distancing, especially in the area of food service.

We also plan to continue the employment of three full-time school therapists and four school nurses. Additional positions were added in 2021-22 as a resource to deal with COVID cases and student social/emotional needs. Through stakeholder input, we have garnered support for the preventions and strategies mentioned earlier. The main theme of our stakeholders is to do whatever is necessary to keep our students in school.

Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

Students

In order to address the needs of and to support our children with disabilities, children living in foster care, children living in poverty, children experiencing chronic absenteeism, and those under the IDEA without an IEP, but have a 504, the superintendent and building administrators intentionally invited these subgroups to be part of the ESSER III conversation. Forty-eight percent of the students who participated in the conversation were identified as in need of special education services, 56% qualified for free or reduced meals, 0% met the guidelines for homeless, and 4% experienced chronic absenteeism during the 2022 academic year.

The superintendent and building administrators met with fifty (50) students from our underrepresented population attending our five K-8 attendance centers and Labette County High School to discuss the proposed ESSER 3 plan. Our focus centered on those student groups most impacted by the pandemic. During the meetings; we provided copies of the Elementary and Secondary School Emergency Relief Programs Governor's Emergency Education Relief Programs document (FAQ Guide) for our students to use as we conversed. In the end, our students had a better understanding of how ESSER III funding could be used to address needs brought about as a result of COVID.

More specifically they asked if funding could be used to address social-emotional learning, health/safety, equipment to provide hands-on experiences, and other key areas lost due to the many facets of COVID. (i.e., equipment, student depression, hygiene, comfort in classrooms or lack of comfort, outdoor learning opportunities, and school safety). Feedback was noted and shared with our district's ESSER committee.

Our students were very appreciative of the opportunity to provide input and the opportunity to be heard. Again, the top areas of concern, according to our students, were as follows:

1. Facility upgrades that support student health needs (HVAC, Windows, Doors).
2. Social-emotional and how Covid has impacted the way they learn and navigate through the academic day.
3. Outdoor learning and opportunities to upgrade equipment in our career and technical education classrooms. Students were not allowed to participate in internships due to the pandemic. Employers were not as willing to allow our students the opportunity to interact with their businesses or employees. Our students asked if we could utilize ESSER money to upgrade our CTE equipment to allow them the opportunity to bring modern industry experiences onto our campus.

Families

The district office sent an email to every USD 506 parent/guardian who had a child enrolled in our district. The

correspondence, from 69 respondents, explained that ESSER III guidelines and procedures 506 are required to meet for funds to be spent. Families and/or guardians were provided with a link to a survey and were encouraged to complete the survey.

In addition, the superintendent has visited with the board, during regularly scheduled meetings, and has provided them with updates from our district ESSER III committee meetings. Mr. Shane Holtzman, Assistant Superintendent, organized the ESSER III committees as a way to seek input from community members, business leaders, staff, and administrators. The committee is scheduled to meet quarterly.

As with other groups and organizations, there was some variance in the thinking of how ESSER III funding should be allocated to address learning loss as a result of Covid-19. Below is a breakdown of the sixty-nine (69) participants in how they identified their role with the district and the most important areas to address as a result of learning loss.

Question Title: Please identify your stakeholder affiliation: Number of responses: 69

1. USD 506 Parent- 15.9%
2. USD 506 Staff Member- 78.3%
3. USD 506 Student- 1.2%
4. USD 506 Community Member- 0.4%
5. Outside Agency and/or Representative- 4.2%

Question Title: Please check all that you would like considered: Number of responses: 69 responses.

Topics Suggested for Expenditure of ESSER III Funds:

1. Summer learning programs-21 (30.4%)
2. After-school tutoring programs-31 (44.9%)
3. Additional personnel support for academic intervention-38 (55.1%)
4. Additional behavioral support and interventions-29 (42%)
5. Additional instructional materials and resources (software, textbooks, curriculum, etc.)-34 (49.3%)
6. Capital projects (Replace doors, windows, carpet, tile, HVAC, and other maintenance expenditures)-49 (71%)
7. Expanded outside social and emotional/mental health services-16 (23.2%)
8. Expanded school health office personnel hours for the health, safety, and support of the student body-26 (37.7%)

Other Topics Suggested for Expenditure of ESSER III Funds Included:

1. Summer learning programs, After school tutoring programs, Additional personnel support for academic intervention, Additional behavioral support, and interventions, Additional instructional materials, and resources (software, textbooks, curriculum, etc.), Expanded outside social and emotional/mental health services, Expanded school health office personnel hours for health, safety, and support of the student body,
2. Capital projects (Replace doors, windows, carpet, tile, HVAC, and other maintenance expenditures)
3. Additional personnel support for academic intervention, Additional instructional materials and resources (software, textbooks, curriculum, etc.), Expanded school health office personnel hours for health, safety, and support of the student body
4. Capital projects (Replace doors, windows, carpet, tile, HVAC, and other maintenance expenditures)
5. Expanded school health office personnel hours for the health, safety, and support of the student body
6. After-school tutoring programs, Additional instructional materials, and resources (software, textbooks, curriculum, etc.), Capital projects (Replace doors, windows, carpet, tile, HVAC, and other maintenance expenditures)
7. Additional instructional materials and resources (software, textbooks, curriculum, etc.), Capital projects (Replace doors, windows, carpet, tile, HVAC, and other maintenance expenditures)

School and District Administrators including Special Education Administration

Unified School District 506 employ 10 full-time administrators, a director of food service director, 2 maintenance directors, a director of technology, and 1 transportation director. We also have a shared Special Education Director with the SEK Special Education Cooperative. The administrative team placed an additional emphasis on students that are experiencing learning loss and specific subgroup populations.

All parties have been actively involved since the beginning of September 2021 in the development of the ESSER III Plan. Bi-weekly and monthly meetings have taken place to discuss needs and ways Federal money could be utilized to address the identified areas of concern for our district. In addition, all school administrators and special education administrators have participated in various community meetings and other venues where ESSER III has been the main topic of conversation.

Again, our administrative team has met regularly to review the needs of our student and staff populations at the building and district levels. These meetings have included a survey review and focus group data from our various special population groups. As a result of these meetings, the following have been determined as the most important to address in our district.

-Facility upgrades that support student health needs (HVAC, Windows, Doors).

-Social-emotional and how Covid has impacted the way they learn and navigate through the academic day.

-Outdoor learning and opportunities to upgrade equipment in our career and technical education classrooms. Students were not allowed to participate in internships due to the pandemic. Employers were not as willing to allow our students the opportunity to interact with their businesses or employees. Our students asked if we could utilize ESSER money to upgrade our CTE equipment to allow them the opportunity to bring modern industry experiences onto our campus.

You will see that this information plays a prominent role in our ESSER plan.

Teachers, Principals, School leaders, other Educators, School Staff and their Unions

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups including staff, students, parents, administration, and state organizations. Our plans are reflective of those various conversations.

Highlights of these collaborative conversations include:

The superintendent and/or assistant superintendent of schools has met with all staff in the district on multiple occasions from September 2021 to May 2022 during scheduled staff meetings, in-service days, and administrative meetings to discuss the ESSER III plan and guidelines for how money may or may not be spent.

All staff included classified and certified. During these meetings, district administrators explained the ESSER III application process and specifically, the allowable uses that might be considered for ESSER III funding. Building principals met bi-weekly or monthly with district administration during administration meetings to discuss ESSER and their identified needs. Building administrators were tasked to address the ESSER III plan during their respective staff meetings (i.e., September through April 2022).

In addition, the school district met directly with the Labette County Teachers Association to address the funding needs of students, the community, and staff. Lastly, all parties in this group were invited to complete the ESSER III funding survey to provide input and prioritize the possible funding request for allowable uses.

Tribes

Our student information system, PowerSchool, indicates that we have 214 students/staff in the district who identify as Native American. There is no tribal reservation within the boundaries of USD 506. Unified School District 506 has participated in the Indian Education Grant Program for over 15 years. Our application for the school year 2022-23 under the Indian Education Formula Grant Program for Local Education Agencies, Title VI of the Elementary and Secondary Education Act, has been reviewed and approved by the Office of Indian Education. Our Indian education grant director, Mr. Chris Kastler, has personally reached out to each of our identified families through face-to-face contact and/or through a personal email that detailed the ESSER III application process and the allowable uses that might be considered for funding.

All USD 506 families were provided with the online survey and allowed to express their perceived needs, educationally and emotionally, for continuing and new resources that might be considered with ESSER III funding. The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were #1 - continuing technology upgrades, #2 - expanded social/emotional/mental health services, and #3 - after school programs to support academics.

Furthermore, our district has reached out to and corresponded with Krista Pierce, the Higher Education Director for Quapaw Nation, and Dakota Thompson, Education Specialist for Cherokee Nation, regarding various ways we can help our Native American population. Given the fact that we are geographically located along with Oklahoma and headquarters to several tribes, including the Quapaw and Cherokee Tribe, we have made it a priority to address the needs of our Native American student population. Those needs include extended day and extended year opportunities, specifically after-school/ summer school and tutoring programs.

Civil Rights Organization including Disability Rights Organizations

Unified School District # 506 consulted the KSDE toolkit regarding Civil Rights Organizations, including Disability Rights Organizations. The organizations listed include ACLU-Kansas, Kansas Human Rights Commission, Kansas Action for Children, Disability Rights Center of Kansas, Kansas NAACP, and other Kansas Disability Advocacy Organizations. Our outreach and research found no local chapters of the organizations listed.

The district, and Superintendents in Cherokee County and Chetopa - St. Paul, also reached out to Lane Williams, the legal director for the Disability Rights Center of Kansas. He provided this input that we took into consideration when developing our plan:

"The Disability Rights Center of Kansas supports schools in Kansas that are trying to obtain additional educational support and services to address the loss in learning by students, particularly students with disabilities, due to the covid pandemic. DRC is the officially designated protection and advocacy organization in Kansas for individuals with disabilities. We are a private non-profit that provides legal advocacy services to clients on various disability rights issues, including education issues encountered by students with disabilities. Since March 2020, our office has received numerous calls from parents of children with disabilities with concerns about the harmful disruption to the educational progress of their children due to the pandemic. They see their children, like their peers, struggling to catch up to where they were educationally before the onset of the pandemic. Unlike their peers, however, their disabilities often create an additional barrier to making progress. Additional supports and services, such as summer enrichment programs and after-school tutoring, are necessary to give students with disabilities a better opportunity to stop the slide in their educational progress due to the pandemic."

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students

Data from our school information system indicates that we do not have any students identified as homeless, migrant, or incarcerated. To seek input from parents/guardians for students with disabilities, English learners, in foster care, and other underserved students, the district sent an email to the parents/guardians explaining the ESSER III application process and the allowable uses that we may consider to request ESSER III funding. The district will continue to monitor our SIS for students that are homeless, migrant, and incarcerated; and provide meaningful consultations as needed.

In this email, they were invited to complete an online ESSER III survey to provide personal input. The administration also had personal face-to-face communication with ESOL parents and students in Foster Care to better explain the ESSER III application (i.e., site council meetings, and parent-teacher conferences). In addition to reaching out to our parents/guardians of students with disabilities, we also requested input from our local special education cooperative for their input on how we can better serve this population moving forward in regard to the COVID pandemic and its aftermath. Below is a breakdown of our survey information:

Self/Parent/Guardian/Representative for a child with disabilities: The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were:

- #1 - additional support for academic intervention
- #2 - additional instructional materials and resources
- #3 -continuing technology upgrades.

Self/Parent/Guardian/Representative for a child who is an identified English Language Learner (ESOL): The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were #1 -additional personnel and staff support for academic intervention, #2 - additional instructional materials and resources, and #3 -facility health upgrades.

Self/Parent/Guardian/Representative for a child in foster care: The survey information from this group indicated the top three allowable uses to be considered with ESSER III funds were:

- #1 -facility health upgrades
- #2 - additional instructional materials and resources
- #3 -continuing technology upgrades.

Provide the public the opportunity to provide input and take such input into account

The public is welcome and encouraged to provide patron comments during our Board of Education meetings. Since August of 2021, Return to School and/or Covid Mitigation has been an item of discussion at our board meetings. The information discussed at that time has been noted in our board updates to our patrons.

In addition, we made a survey link available to our district stakeholders to provide input on what they perceived would be the greatest needs in our school district to address student needs in regard to COVID and its aftermath. The district office also reached out to our various civic groups and the Labette County Commissioners to help solicit input from our business community. An email that detailed the ESSER III application process and the allowable uses that might be considered for ESSER III funding was sent to the Labette County Economic Development Director. He was invited to complete an ESSER III funding survey to provide individual input. The district also reached out to our public for input at PTO, Site Council, and Strategic Planning Committee Meetings.

Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.

As one of the most disrupted school years draws to a close, it is time to take stock of the impact of the pandemic on student learning and well-being. Although the 2021–22 academic year ended on a high note—with rising vaccination rates, in-person graduations, and access to in-person learning for 99.2 percent of students—it was as a whole perhaps one of the most challenging for educators and students in our district’s history.

During the 2021-22 school year, all five PreK-8 attendance centers and our high school campus were open and in session for face-to-face instruction. However, Covid proved to be a challenge and provided many opportunities for our administration, staff, and parents to learn how to be more flexible as the district navigated its way through the pandemic. All of our buildings faced disruptions and had to change the way instruction was delivered to our children. Covid was real and the impact was felt across USD 506. Our district created and maintained a COVID-19 data dashboard where administration, board members, staff, and patrons could see how many staff and students have tested positive or are absent because of COVID-19 in each of our attendance centers. A link to our dashboard was shared with those who had a child enrolled in and attending one of our schools. The link was also available on our district website. Data pulled from our dashboard show 3,118 students and 375 staff members were infected with COVID during the 2021-2022 school year (including students and staff that were infected more than once). In addition, we had 15,082 students and staff members who were in quarantine and not able to be in school at some point during the year (including students and staff that were infected more than once).

Our analysis shows that the impact of the pandemic on our K–12 student learning was noticed, leaving some students in our primary grades (K-3) on average 1-2 months behind in mathematics and 1-2 months behind in reading by the end of the school year. The pandemic widened preexisting opportunity and achievement gaps, hitting our at-risk, special education, and disadvantaged students hardest. In math, some students with an individual education plan and at-risk students ended the year further behind as compared to their peers.

Our chronic absenteeism rate at the high school and in several of our PreK-8 attendance centers was higher than in pre-pandemic years. And the crisis/pandemic had an impact on not just academics but also the broader health and well-being of our students, with more than 35 percent of parents very or extremely concerned about their children’s mental health.

Below is a PreK-8 and high school analysis of how the pandemic has impacted student learning and social/emotional development/progress of our students:

Altamont Grade School, Bartlett Grade School, Edna Grade School, Meadow View Grade School, and Mound Valley Grade School (PreK-8):

All students K through 8th grade take the Fast Bridge Assessment (Universal Screener). This data is used to drive our intervention program(s) and provides information for our instructors as they develop strategies for each child enrolled in their respective class. The data also provides information on where reading and math gaps are, so our instructors can pinpoint the exact need and make a plan to support each child. According to the Developmental Reading Assessment, in the Winter of 2021, 74% of students were at or above the benchmark while 26% did not reach the benchmark. Last year at this time (Winter of 2020), 60% of students were at or above the benchmark while 40% did not reach the benchmark. While this is an improvement overall, our building goal is to increase the percentage of students scoring proficient in reading and to solidify foundational skills in the early grades for all students to ensure success in later years.

At the secondary level there was an improvement in ACT scores and within ACT subscores for Year 4 (21-22 school year). ACT scores from the junior year assessment averaged an 18.3 composite. The subscores were 17.3 in Math, 18.9 in Science, 17.2 in English, 19.3 in Reading, and 18.3 in STEM. The 4-year graduation rate has decreased, increased, and decreased over span of the past 3-years. However, our 4-year graduation rate is above the state average of 88.3%. Our district can attribute the decrease seen during 2020-2021 to Covid-19 and a lack of accessibility to in-person education.

Overall, we have not seen a disproportionate impact on our special populations other than our IEP students who have missed school due to COVID infection and/or quarantine. We have noticed an increase in overall school discipline issues that we also believe can be attributed to COVID and the uncertainties/disruptions it places on our students.

How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)

Career and Technical Education (CTE) is a critical component of our secondary schooling in USD 506 and is vital in addressing the unique needs of our low-income students, foster care students, and students with Learning Disabilities. Once considered a "vocational track" for students who were not bound for college, CTE is now interwoven into the fabric of our high school curriculum with over 50 courses in aligned CTE pathways across 16 nationally-recognized career clusters. These courses and pathways are designed to prepare our most underrepresented populations of students for both college and careers, acknowledging the importance of work-based skills in both post-secondary schooling as well as the labor force.

Readiness for postsecondary training and education is critical for our underrepresented students' future success and ability to access career opportunities. Due to the effects of Covid 19, opportunities for students to gain workforce skills have been diminished. Prior to the pandemic, we had 40 underrepresented students in our Senior class participating in internships within the community. These internships and other hands-on experiences went away due to Covid-19. Internship opportunities and real-world education for our most underrepresented students have become harder to secure and our employers are telling us that these students are not ready for the postsecondary education and training that is required to obtain a job with a living wage.

Most of our underrepresented families don't have the resources, knowledge, or understanding to help their kids obtain a work-based opportunity. Solutions to this challenge require support for our high school to build and implement evidence-based interventions and supports, and to engage cross-sector stakeholders (e.g., education, workforce, industry) to create an on-campus high school internship program that supports career and college readiness and opportunity for our most underrepresented students at LCHS. This opportunity and experience is a vital part of our CTE Program Standards in all of our 16 Pathways.

To address this perceived deficit and move forward with creating on-campus internships for those identified students, USD 506 will allocate 20% of our ESSER III funding to purchase new equipment for our college and career pathway programs.

Our belief is that allocating approximately \$700,000 to building an on-campus internship experience will give our underserved students access to high-quality, occupation-directed training that combines classroom instruction with real work experience. To help them overcome the lack of resources based on their socioeconomic status and the obstacles this group of students encounters due to their circumstances (i.e., foster care, special education, at-risk, gender).

At Labette County High School there are 451 of 535 students are enrolled in a CTE course/program this school year. Out of these 451 enrolled, 246 are "At-Risk" students based on qualifying for Free and Reduced meals. Another 77 students enrolled in CTE classes currently have an active IEP. Foster Care students along with those who are chronically absent make up another 14 students.

Our underrepresented students can't afford to continue missing out on the real-life experience internships provided pre-covid. Participating in online internships or none at all is not an option for our students or district. We have qualified instructors who can provide real-life experience for our students. However, we don't have the technology or industry equipment necessary to bring the internship to our high school campus. The pandemic clearly impacted our students' lives in the world of internships, at large. While there are many uncertainties ahead for all of us, we hope that the changes outlined in the above-mentioned paragraphs give our students the opportunity to regain some of the skills deprived during the pandemic.

How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

After addressing learning loss and evidence-based practices that will best serve our students due to the COVID pandemic and its aftermath, the district will request funds that meet the requirement of acceptable uses that are consistent with section 2001(e)(2) of the ARP Act.

In determining what to address with the remaining funds, we will revert back to the priorities that were identified in our stakeholder input survey that was completed by our staff, administration, and student input. The overall breakdown of our survey data, collected over the course of 2021–2022, revealed that the top desired allowable uses for ESSER III funding requests were as follows:

Facility upgrades that support student and staff health and safety needs.

Continuation of upgrades to technology (i.e., student devices, equipment to support classroom instruction, and equipment to support students enrolled in career and technical education courses).

Additional personnel and staff support for social-emotional interventions.

These factors helped the district and our ESSER III committee as we navigated towards making a decision on how we would spend our allotted \$2,915,768 ESSER III dollars.

Below is an estimated breakdown of ESSER III expenditure requests for 2022-2024:

1. Facility replacement projects to improve indoor air quality (#1 from stakeholders) - \$1,800,000 (HVAC/Windows)
2. Purchase of Equipment to help with learning loss as a result of internships being reduced and/or eliminated for our high school students- \$800,000
3. Retention Pay for district staff - \$200,000 (\$100,000 X 2 years)
4. Social/Emotional supports (i.e., counselor) - \$114,7680 (\$57384 x 2 years)

Total estimated expenditures - \$2,915,768

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 in the years to come. Most importantly, we regularly monitor student behaviors, academic recovery, and the success of our student population using an array of data. If the desired results are not present, we will look for common themes within the data and make the necessary adjustments accordingly.

Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$2,917,823	\$0	\$2,917,823	ESSER III Allocations	\$583,565
Approved Total	\$2,661,908	\$0	\$2,661,908	Approved Total	\$583,565
Amount Left	\$255,915	\$0	\$255,915	Amount Still Needed	\$0
In Review Total	\$255,915	\$0	\$255,915	In Review Total	\$4,000
Amount Left	\$0	\$0	\$0	Amount Still Needed	\$0

Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
506-3-0015	Direct	False	2600	739	13	\$243,915	Task Force Review
506-3-0016	Direct	False	1000	600	12	\$4,000	Task Force Review
506-3-0017	Direct	False	1000	736	9	\$4,000	Task Force Review
506-3-0018	Direct	True	1000	735	12	\$4,000	Task Force Review
506-3-0001	Direct	False	1000	110	16	\$138,000	Approved
506-3-0002	Direct	False	2600	739	14	\$1,800,000	Approved
506-3-0003	Direct	True	1000	739	12	\$23,185	Approved
506-3-0004	Direct	True	1000	739	12	\$117,000	Approved
506-3-0005	Direct	True	1000	739	12	\$108,573	Approved
506-3-0006	Direct	True	1000	739	12	\$32,133	Approved
506-3-0007	Direct	True	1000	739	12	\$95,387	Approved
506-3-0008	Direct	True	1000	739	12	\$81,199	Approved
506-3-0009	Direct	True	1000	739	12	\$94,009	Approved
506-3-0010	Direct	True	1000	739	12	\$32,079	Approved
506-3-0011	Direct	False	1000	739	12	\$55,072	Approved
506-3-0012	Direct	False	1000	739	12	\$9,600	Approved
506-3-0013	Direct	False	1000	739	12	\$61,649	Approved
506-3-0014	Direct	False	1000	739	12	\$14,022	Approved

Line Item Details

Line Item ID: 506-3-0015

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

09

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

739 - Other Equipment

Allowable Use

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

Please describe the expenditures within the account and how they will address a COVID-19 need

The expenditures of these funds will be used to improve the air quality in school facilities. This will include upgrading windows to provide improved air circulation in defined spaces. This will address the need created by the pandemic to provide fresh air in our facilities and to mitigate the spread of the virus creating a safer environment for staff and students.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$243,915
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$243,915

Status

Task Force Review

Line Item Comment from KSDE

Allowable if meets CDC guidelines.

Line Item ID: 506-3-0016

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

09

Function Code

1000 - Instruction

Object Code

600 - SUPPLIES AND MATERIALS

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Purchase of Curriculum - ELA, Math, Science, Social Studies, CTE, Fine Arts. To address the learning loss due to Covid. Some other line items will come in under expected and budgeted cost. Additional funds will be transferred from those approved line item expenditures into this line item for Curriculum.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,000
Budgeted Expenditures in SFY 2024	\$2,000
Total Expenditures	<u>\$4,000</u>

Status

Task Force Review

Line Item ID: 506-3-0017

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

09

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 of technology such as Smart Boards, Chromebooks, iPads, and laptops to combat learning loss due to the Pandemic. All items purchased will be less than \$5,000.00 each. Some other line items will come in under expected and budgeted cost. Additional funds will be transferred from those approved line item expenditures into this line item for Curriculum.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,000
Budgeted Expenditures in SFY 2024	\$2,000
Total Expenditures	<u>\$4,000</u>

Status

Task Force Review

Line Item ID: 506-3-0018

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

YES - this item is marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

09

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

Purchase of Fastbridge, Imagine Learning, and EduCLIMBER software for the purpose of addressing learning loss experienced due to the Pandemic.

Some other line items will come in under expected and budgeted cost. Additional funds will be transferred from those approved line item expenditures into this line item for Curriculum.

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$2,000
Budgeted Expenditures in SFY 2024	\$2,000
Total Expenditures	\$4,000

Status

Task Force Review

Line Item ID: 506-3-0001

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

09

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

In order to retain 115 certified staff who are providing extra services and are willing to continue working and providing additional assistance during the pandemic, the district is providing a premium retention payment of \$600 during the 2022-2023 and 2023-2024 school years. Payments will be made during the Fall semester of 2022 (December) and the Fall semester of 2023 (December).

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$69,000
Budgeted Expenditures in SFY 2023	\$69,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$138,000

Status

Approved

Line Item ID: 506-3-0002

Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

NO - this item is not marked for Learning Loss Set Aside Expenditure

Account Name

ESSER III

Account Number

09

Function Code

2600 - Operation and Maintenance of Plant Services (All except Transportation)

Object Code

739 - Other Equipment

Allowable Use

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

Please describe the expenditures within the account and how they will address a COVID-19 need

The expenditures of these funds will be used to improve the air quality in school facilities. This will include upgrading HVAC systems that provide fresh air. This will also include the installation of iWave technology to purify the air and kill mold, bacteria, and viruses. This will address the need created by the pandemic to provide fresh air in our facilities and to mitigate the spread of the virus creating a safer environment for staff and students.

Budgeted Expenditures in SFY 2021	\$0
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Budgeted Expenditures in SFY 2022	\$0
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Budgeted Expenditures in SFY 2023	\$1,000,000
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Budgeted Expenditures in SFY 2024	\$800,000
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Total Expenditures	\$1,800,000
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Status

Approved

Line Item ID: 506-3-0003

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

09

Function Code

1000 - Instruction

Object Code

739 - Other Equipment

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

Career and Technical Education (CTE) is a critical component of our secondary schooling in USD 506 and is vital in addressing the unique needs of our low-income students, foster care students, and students with Learning Disabilities. Once considered a “vocational track” for students who were not bound for college, CTE is now interwoven into the fabric of our high school curriculum with over 50 courses in aligned CTE pathways across 16 nationally-recognized career clusters. These courses and pathways are designed to prepare our most under-represented populations of students for both college and careers, acknowledging the importance of work-based skills in both post-secondary schooling as well as the labor force.

Readiness for postsecondary training and education is critical for our underrepresented students' future success and ability to access career opportunities. Due to the effects of Covid-19, opportunities for students to gain workforce skills have been diminished. Prior to the pandemic we had 40 underrepresented students in our Senior class participating in internships within the community. These internships and other hands-on experiences went away due to Covid-19. Internship opportunities and real-world education for our most underrepresented students has become harder to secure and our employers are telling us that these students are not ready for the postsecondary education and training that is required to obtain a job with a living wage.

Most of our underrepresented families don't have the resources, knowledge, or understanding to help their kids obtain a work-based opportunity. Solutions to this challenge require support for our high school to build and implement evidence-based interventions and supports, and to engage cross-sector stakeholders (e.g., education, workforce, industry) to create an on-campus high school internship program that supports career and college readiness and opportunity for our most underrepresented students at LCHS. This opportunity and experience is a vital part of our CTE Program Standards in all of our 16 Pathways.

To address this perceived deficit and move forward with creating on-campus internships for those identified students, USD 506 will allocate 20% of our ESSER III funding to purchase new equipment for our college and career pathway programs.

Our belief is that by allocating approximately \$700,000 to building an on-campus internship experience will give our underserved students access to high-quality, occupation-directed training that combines classroom instruction with real work experience. To help them overcome the lack of resources based on their socioeconomic status and the obstacles this group of students encounters due to their circumstances (i.e., foster care, special education, at-risk, gender).

At Labette County High School there are 451 of 535 students who are enrolled in a CTE course/program this school year. Out of these 451 enrolled, 246 are “At-Risk” students based on qualifying for Free and Reduced meals. Another 77 students enrolled in CTE classes currently have an active IEP. Foster Care students along with those who are chronically absent make up another 14 students.

Following is a list of specific equipment deemed necessary by our CTE Instructors to provide these on-campus internships and real-world industry experience to our most underrepresented students:

Marty Warren-Applied Mathematics and Engineering Pathway

ITC1301 Industrial Motor Controls Level 1 & 2 (equipment)
 Total \$23,185

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$23,185
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$23,185</u>

Status
Approved

Line Item Comment from KSDE

This line item may be allowable under the 80% but does not qualify as part of the 20% Learning Loss.

Allocation Type

Direct Allocation

Is this 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

09

Function Code

1000 - Instruction

Object Code

739 - Other Equipment

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

Please describe the expenditures within the account and how they will address a COVID-19 need

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Kelsey Crissman-Health Sciences

Anatomage Table (equipment)

Laerdal "Nurse Anne" Simulator (equipment)

Laerdal "Nurse Anne" Geriatric Skin (equipment)

Total-\$117,000

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$117,000
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$117,000</u>

Status

Approved

Line Item Comment from KSDE

This line item may be allowable under the 80% but does not qualify as part of the 20% Learning Loss.

Line Item ID: 506-3-0005

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

09

Function Code

1000 - Instruction

Object Code

739 - Other Equipment

Allowable Use

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Peter Omarkhail/Rocky Becker/Eric Britts- Manufacturing Processes

Haas TL2 CNC Lathe and Tooling Package

Cutter- Roland SG3-540-w/take up reel

Laser Engraver/Cutter- Epilog Fusion Edge 24-40

Machine - Array 617005

TOTAL \$108,573

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$108,573
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$108,573</u>

Status

Approved

Line Item Comment from KSDE

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Allocation Type

Direct Allocation

Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure

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Account Name

ESSER III

Account Number

09

Function Code

1000 - Instruction

Object Code

739 - Other Equipment

Allowable Use

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Kyle Zwahlen- Comprehensive Agricultural/Animal Science
 Bovine Birthing Ultrasound Simulator and Model
 Bovine Fetal Development Models
 Total \$32,133

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$32,133
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$32,133</u>

Status
Approved

Line Item Comment from KSDE

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Allocation Type

Direct Allocation

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Tyler Cares / Peter Omarkhail -Architectural/Construction Pathway

Skytrak Telehandler 8042

Telehandler Zuma 4x9' Basket

Head Wide Belt Sander (20)- H2935

24" Spiral Head/Industrial Planer- G9961

15' Rolling Scaffolding Tower with caster wheels

TOTAL- \$95,387

Budgeted Expenditures in SFY 2021 \$0

Budgeted Expenditures in SFY 2022 \$0

Budgeted Expenditures in SFY 2023 \$95,387

Budgeted Expenditures in SFY 2024 \$0

Total Expenditures \$95,387

Status

Approved

Line Item Comment from KSDE

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Allocation Type

Direct Allocation

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Function Code

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Keith Geren/Rocky Becker- Power Structural Systems
 U.S. Industrial 13' 125 Ton CNC Hydraulic Press Brake
 Press Brake Total \$81,199

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$81,199
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$81,199</u>

Status

Approved

Line Item Comment from KSDE

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Line Item ID: 506-3-0009

Allocation Type

Direct Allocation

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Account Name

ESSER III

Account Number

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Function Code

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Keith Geren/Rocky Becker- Power Structural Systems
 Edwards Radius Roller and Porta Power 230 single phase \$20,675
 Edwards Horizontal Press \$12,139
 Welding Fabrication Layout Jig Table and toolbox \$12,033
 MToolKit Assembled with Red KTL1023AP \$35,041
 Milwaukee PowerTool labs \$5,301.91
 ATEC Electrical Trainer John Deere Submounts \$8,820

Total: \$94,009.91

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$94,009
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$94,009</u>

Status

Approved

Line Item Comment from KSDE

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Line Item ID: 506-3-0010

Allocation Type

Direct Allocation

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Account Name

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Account Number

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- Juliana Moffatt- Entrepreneurship and Business
- Eversys Automatic Espresso Machine (Qty.2)
- Twin Station Coffee Brewers
- 10.1 GAL. SHUTTLE- 4
- Package Steaming Pitchers and Scales
- MAHLKONIG GUATEMALA grinder
- Total \$32,079

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$32,079
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$32,079

Status
Approved

Line Item Comment from KSDE

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Allocation Type

Direct Allocation

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- Erin Johnston- Restaurant and Event Management
- Blast Chiller: Eurodib BCB05US,
- Steam Injection Oven: Moffat G32D5/P8M,
- Stand Mixer: Hobart HL200,
- Combination Oven: Axis AX-CL10M,
- Worktop Refrigerator: Beverage-Air WTRD93AHC-2,
- Steam Jacketed Kettle: Cleveland KET-6-T,
- Total for Pathway: \$55,072.77

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$55,072
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$55,072

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

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Readiness for postsecondary training and education is critical for our underrepresented students' future success and ability to access career opportunities. Due to the effects of Covid-19, opportunities for students to gain workforce skills have been diminished. Prior to the pandemic we had 40 underrepresented students in our Senior class participating in internships within the community. These internships and other hands-on experiences went away due to Covid-19. Internship opportunities and real-world education for our most underrepresented students has become harder to secure and our employers are telling us that these students are not ready for the postsecondary education and training that is required to obtain a job with a living wage.

Most of our underrepresented families don't have the resources, knowledge, or understanding to help their kids obtain a work-based opportunity. Solutions to this challenge require support for our high school to build and implement evidence-based interventions and supports, and to engage cross-sector stakeholders (e.g., education, workforce, industry) to create an on-campus high school internship program that supports career and college readiness and opportunity for our most underrepresented students at LCHS. This opportunity and experience is a vital part of our CTE Program Standards in all of our 16 Pathways.

To address this perceived deficit and move forward with creating on-campus internships for those identified students, USD 506 will allocate 20% of our ESSER III funding to purchase new equipment for our college and career pathway programs.

Our belief is that by allocating approximately \$700,000 to building an on-campus internship experience will give our underserved students access to high-quality, occupation-directed training that combines classroom instruction with real work experience. To help them overcome the lack of resources based on their socioeconomic status and the obstacles this group of students encounters due to their circumstances (i.e., foster care, special education, at-risk, gender).

At Labette County High School there are 451 of 535 students who are enrolled in a CTE course/program this school year. Out of these 451 enrolled, 246 are “At-Risk” students based on qualifying for Free and Reduced meals. Another 77 students enrolled in CTE classes currently have an active IEP. Foster Care students along with those who are chronically absent make up another 14 students.

Following is a list of specific equipment deemed necessary by our CTE Instructors to provide these on-campus internships and real-world industry experience to our most underrepresented students:

Erin Johnston- Fashion Apparel and Interior Design

Sewing Lab: Bernin a 325 (5 machines) & Babylock Victory

Total for Pathway: \$9599.80

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$9,600
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$9,600</u>

Status

Approved

Line Item ID: 506-3-0013

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

09

Function Code

1000 - Instruction

Object Code

739 - Other Equipment

Allowable Use

12 - Addressing learning loss among students, including vulnerable populations.

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Clint Ruttgen-Mobile Equipment
 Disc & Drum ABS Tainer with Faults
 GM Specialized Electronic Tool
 GM S.E.T Submount -A-Tech 18002TR
 Meter Cert Kit Snap-on 525FMETERKIT
 Zeus Workstation Snap-on EEWS342PUUI1
 TOTAL \$61,648.86

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$61,649
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	<u>\$61,649</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

ESSER III

Account Number

09

Function Code

1000 - Instruction

Object Code

739 - Other Equipment

Allowable Use

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- Juliana Moffatt/DJ Walker- Graphic Design
- EOS Rebel T7 DSLR Camera and pen display
- Epson SureColor P700 13" Photo Printer
- Ledgo Bi-Color Flood LED Ring Light and Lens
- Sigma 150-600mm Contemporary Lens for Canon EF QYT 1
- Total \$14,021.20

Budgeted Expenditures in SFY 2021	\$0
Budgeted Expenditures in SFY 2022	\$0
Budgeted Expenditures in SFY 2023	\$14,022
Budgeted Expenditures in SFY 2024	\$0
Total Expenditures	\$14,022

Status
Approved

