

## ESSER II Change Request Overview and Table of Contents

DISTRICT PROFILES					KSDE RECOMMENDATIONS							
Plan	District Number	District Name	Total Public School Students (FTE) <sup>1</sup>	% Students Approved for Free- or Reduced-Price Lunch <sup>2</sup>	Total Direct and True Up Allocation	Previously Eligible	% Requested of Total Allocation Previously	Requested Change	Total Change Request Approved	Eligible net change for Task Force Review	% Eligible of Total Requested	Eligible Value Per Student (FTE) <sup>1</sup>
1	206	Remington-Whitewater	456	39%	\$ 236,899	\$ 141,346	60%	\$ 175,691	\$ 175,691	\$ 34,345	100%	\$ 385
2	229	Blue Valley	21,779	8%	\$ 6,535,801	\$ 6,533,840	100%	\$ 6,535,801	\$ 6,535,801	\$ 1,961	100%	\$ 300
3	258	Humboldt	550	36%	\$ 419,308	\$ 419,307	100%	\$ 419,307	\$ 419,307	\$ -	100%	\$ 762
4	327	Ellsworth	574	30%	\$ 294,670	\$ 183,187	62%	\$ 254,109	\$ 254,109	\$ 70,922	100%	\$ 443
5	383	Manhattan-Ogden	6,310	38%	\$ 3,227,828	\$ 3,227,828	100%	\$ 3,227,828	\$ 3,227,828	\$ -	100%	\$ 1,023
6	388	Ellis	376	33%	\$ 186,836	\$ 186,836	100%	\$ 186,836	\$ 186,836	\$ -	100%	\$ 497
7	394	Rose Hill Public Schools	1,493	28%	\$ 518,328	\$ 450,225	87%	\$ 390,087	\$ 390,087	\$ (60,138)	100%	\$ 261
8	398	Peabody-Burns	202	56%	\$ 159,485	\$ 158,611	99%	\$ 158,611	\$ 158,611	\$ -	100%	\$ 787
9	402	Augusta	1,984	37%	\$ 975,501	\$ 975,501	100%	\$ 975,501	\$ 975,501	\$ -	100%	\$ 492
10	436	Caney Valley	724.70	43%	\$ 557,599	\$ 557,599	100%	\$ 557,599	\$ 557,599	\$ -	100%	\$ 769
11	445	Coffeyville	1,658.50	77%	\$ 2,303,652	\$ 2,303,652	100%	\$ 2,303,652	\$ 2,303,652	\$ -	100%	\$ 1,389
12	484	Fredonia	617.60	51%	\$ 598,221	\$ 598,221	100%	\$ 598,221	\$ 598,221	\$ -	100%	\$ 969
13	490	El Dorado	1,823.00	58%	\$ 1,500,447	\$ 1,500,447	100%	\$ 1,500,447	\$ 1,500,447	\$ -	100%	\$ 823
<b>Total</b>			<b>38,548</b>	<b>23%</b>	<b>\$ 17,514,575</b>	<b>\$ 17,236,601</b>	<b>98%</b>	<b>17,283,691</b>	<b>\$ 17,283,691</b>	<b>\$ 47,090</b>	<b>100%</b>	<b>\$ 448</b>

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

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

**Kansas CommonApp (2020)**

2318-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



jqomPaLN

# 206\_Remington Whitewater\_Esser II Plan\_Change\_0311222

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Applicant details

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

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

<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	Remington-Whitewater USD 206
<b>Applicant / Mailing Address</b>	
110 S. Main   PO Box 243   Whitewater, KS 67154	
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Joe Gerber
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	jagerber@usd206.org
<b>Applicant / Phone Number</b>	316-799-2115

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.)

<b>Applicant / Federal EIN (if applicable)</b>	480690034
<b>Applicant / Website Address (if applicable)</b>	usd206.org

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

[Download Form W-9](#)

PDF	<a href="#">W9 form USD 206.pdf (60 KiB download)</a>
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## Application details

Full District Name	Remington-Whitewater USD 206
District Number	206
Mailing Address   Street Address	110 S. Main PO Box 243
Mailing   City	Whitewater
Mailing Address   Zip Code	67154
Authorized Representative of the District   Name	Martina Bumm
Authorized Representative of the District   Position or Title	Business Manager/Board Clerk
Authorized Representative of the District   Email Address	mjbumm@usd206.org
Authorized Representative of the District   Phone Number	+13167992115
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	jagerber@usd206.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.

COVID 19 created additional learning loss for our low achieving students, primarily in the elementary school. These students have been identified by utilizing the AIMS assessment tool. Beginning on November 11, 2020 our district hired an additional custodian to assist with disinfecting and cleaning of our facilities due to COVID 19. Beginning on September 20, 2021 we hired another custodian to aid with cleaning buildings in our district due to COVID 19. All staff members had and will continue to have increased responsibilities and duties for the 2021-22 school year due to the COVID 19 pandemic. The district purchased land next to our Elementary school in the summer of 2021. This new lot will be used as an outdoor classroom space. Outdoor learning will help stop the spread of COVID 19.

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

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

Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.) ("IDEA"), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) ("the Perkins Act"), or subtitle B of title VII of the McKinney-December 21, Vento Homeless Assistance Act (42 U.S.C. 11431 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 proposing a 3 week summer school program for 22 students who were identified using the AIMS assessment. Beginning November 11, 2020 our district hired an additional custodian to assist with disinfecting and cleaning of our facilities to stop the spread of COVID-19. Another custodian was hired on September 20, 2021 to assist with this effort as well. USD 206 would like to give certified and classified staff members a premium payment for retention (for full time staff) and \$1200 pro-rated premium payment for retention ( for part-time staff). This will help retain staff during the COVID-19 pandemic to ensure that all the needs of our students are met (academic, social-emotional, etc.) With declining enrollment we will not be able to retain staff to meet COVID related challenges without premium pay for retention. The district purchased a lot next to the elementary school that will be used as an outdoor classroom space to help stop the spread of COVID 19.

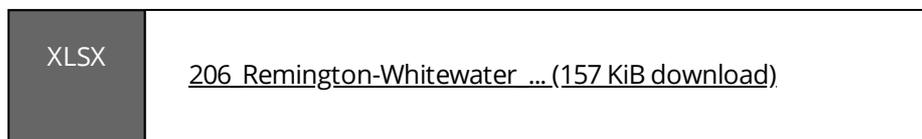
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The impact of the summer school program on student learning will be measured via AIMS testing during the 2021-22 school year. Our desire is to remedy learning loss during the summer giving these 22 children an opportunity to remediate and return for the upcoming school year with no evidence of learning loss. The impact of hiring two new custodians to disinfect and clean facilities should reduce the number of student absences due to less students becoming ill or having to quarantine due to COVID-19. The impact of a premium payment for retention of staff will be measured by staff satisfaction (staff school climate survey) and staff turnover rate. The impact of the outdoor classroom will be measured by less students being infected with COVID 19, leading to less absences.

### 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 | Martina J. Bumm

Date | 03/11/2022

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

USD	District Na	Data as of
206	Remington	6/30/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
206-1-001-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Teaching salaries for summer school program. COVID-19 created additional learning loss for low achieving students, primarily in the elementary school. 5 teachers (working 4 hours a day, 3 days a week for 3 weeks) summer school program for 22 students who were identified using the AIMS assessment.	\$ 5,770	\$ 3,847	\$ 1,923	\$ -	\$ -	07-1000-110-02	Approved at 7/13/2021 State Board Meeting
206-1-002-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Employer Portion of FICA on Teaching salaries for summer school program. COVID-19 created additional learning loss for low achieving students, primarily in the elementary school. 5 teachers (working 4 hours a day, 3 days a week for 3 weeks) summer school program for 22 students who were identified using the AIMS assessment.	\$ 441	\$ 147	\$ 294	\$ -	\$ -	07-1000-220-02	Approved at 7/13/2021 State Board Meeting
206-1-003-20220614	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Bus Driver Salaries for transporting students participating in summer school program. COVID-19 created additional learning loss for low achieving students, primarily in the elementary school. Salaries for 2 bus drivers that will alternate days (3 days a week for 3 weeks) using 1 bus - 2 routes a day.	\$ 664	\$ 221	\$ 443	\$ -	\$ -	07-2710-120-02	Approved at 7/13/2021 State Board Meeting
206-1-004-20220614	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Employer portion of FICA on Bus Driver Salaries for transporting students participating in summer school program. COVID-19 created additional learning loss for low achieving students, primarily in the elementary school. Salaries for 2 bus drivers that will alternate days (3 days a week for 3 weeks) using 1 bus - 2 routes a day.	\$ 51	\$ 17	\$ 34	\$ -	\$ -	07-2710-220-02	Approved at 7/13/2021 State Board Meeting

206-1-005-20220614	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Materials and supplies for summer school program. COVID-19 created additional learning loss for low achieving students, primarily in the elementary school. Summer school will be held 3 days a week for 3 weeks and serve 22 students who were identified using the AIMS assessment.	\$ 297	\$ 297	\$ -	\$ -	\$ -	07-1000-610-02	Approved at 7/13/2021 State Board Meeting
206-1-006-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Salary of 1 new full time custodian hired in November 2020 to help sanitize and clean elementary and middle school to help stop the spread of COVID 19	\$ 12,471	\$ 11,191	\$ 1,280	\$ -	\$ -	07-2600-120-02	Approved at 7/13/2021 State Board Meeting
206-1-007-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer portion of Fica for new full time custodian's salary hired in November 2020 to help sanitize and clean elementary and middle school to help stop the spread of COVID 19	\$ 954	\$ 856	\$ 98	\$ -	\$ -	07-2600-220-02	Approved at 7/13/2021 State Board Meeting
206-1-008-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Health and Accident Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Health Insurance for new full time custodian hired in November 2020 to help sanitize and clean elementary and middle school to help stop the spread of COVID 19. Health insurance premium is \$559/month	\$ 4,472	\$ 3,913	\$ 559	\$ -	\$ -	07-2600-213-02	Approved at 7/13/2021 State Board Meeting
206-1-009-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	\$1200 Premium payment for retention (for 46 full time certified staff members) to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.	\$ 55,200	\$ -	\$ 55,200	\$ -	\$ -	07-1000-110-02	Approved at the 9/14/2021 State Board Meeting. Per narrative, USD 206 would like to give certified and classified staff members a premium payment for retention (for full time staff) and \$1200 pro-rated premium payment for retention ( for part-time staff). This will help retain staff during the COVID-19 pandemic to ensure that all the needs of our students are met (academic, social-emotional, etc.) With declining enrollment we will not be able to retain staff to meet COVID related challenges without premium pay for retention. Per applicant, payout will be December.

206-1-010-20220614	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	\$1013 premium payments for retention (for 6 regular ed part-time paras) and \$1088 Premium payments for retention (for 2 part-time library paras) to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.	\$ 8,254	\$ -	\$ 8,254	\$ -	\$ -	07-1000-120-02	Approved at the 9/14/2021 State Board Meeting.. See Row 9.
206-1-011-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer Share FICA for premium pay for retention- 46 certified staff and 8 paras	\$ 4,854	\$ -	\$ 4,854	\$ -	\$ -	07-1000-220-02	Approved at the 9/14/2021 State Board Meeting.
206-1-012-20220614	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	\$1200 Premium payments for retention (for 2 principals) to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.	\$ 2,400	\$ -	\$ 2,400	\$ -	\$ -	07-2400-110-02	Approved at the 9/14/2021 State Board Meeting.. See Row 9.
206-1-013-20220614	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	\$1200 Premium payments for retention (for 3 building admin assistants) to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.	\$ 3,600	\$ -	\$ 3,600	\$ -	\$ -	07-2400-120-02	Approved at the 9/14/2021 State Board Meeting.. See Row 9.
206-1-014-20220614	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer Share FICA for premium pay for retention- 2 principals and 3 admin assts	\$ 459	\$ -	\$ 459	\$ -	\$ -	07-2400-220-02	Approved at the 9/14/2021 State Board Meeting.
206-1-015-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	\$1200 Premium payments for retention (for 7 full time maintenance employees) and \$825 premium payment for retention for 1 part time maintenance employee) to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.	\$ 9,225	\$ -	\$ 9,225	\$ -	\$ -	07-2600-120-02	Approved at the 9/14/2021 State Board Meeting.. See Row 9.
206-1-016-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer Share FICA for premium pay for retention- 7 full time and 1 part time maintenance employee	\$ 706	\$ -	\$ 706	\$ -	\$ -	07-2600-220-02	Approved at the 9/14/2021 State Board Meeting.

206-1-017-20220614	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	\$1200 Premium payments for retention (for 2 full time District office staff members) to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.	\$ 2,400	\$ -	\$ 2,400	\$ -	\$ -	07-2300-120-02	Approved at the 9/14/2021 State Board Meeting.. See Row 9.
206-1-018-20220614	Eligible	Direct Allocation	Support Services - General Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer Share FICA for premium pay for retention- 2 full time District office staff members	\$ 184	\$ -	\$ 184	\$ -	\$ -	07-2300-220-02	Approved at the 9/14/2021 State Board Meeting.
206-1-019-20220614	Eligible	Direct Allocation	Vehicle Servicing and Maintenance	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	\$1200 Premium payment for retention (for 1 full time Bus Mechanic) to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.	\$ 1,200	\$ -	\$ 1,200	\$ -	\$ -	07-2730-120-02	Approved at the 9/14/2021 State Board Meeting.. See Row 9.
206-1-020-20220614	Eligible	Direct Allocation	Vehicle Servicing and Maintenance	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer Share FICA for premium pay for retention- 1 full time bus mechanic	\$ 92	\$ -	\$ 92	\$ -	\$ -	07-2730-220-02	Approved at the 9/14/2021 State Board Meeting.
206-1-021-20220614	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	\$675 Premium payments for retention (for 6 part-time route drivers) and \$616 total premium payments for retention (for 4 activity drivers)to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.	\$ 4,666	\$ -	\$ 4,666	\$ -	\$ -	07-2710-120-02	Approved at the 9/14/2021 State Board Meeting.. See Row 9.
206-1-022-20220614	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer Share FICA for premium pay for retention- 6 part time route bus drivers and 4 part time activity bus drivers	\$ 357	\$ -	\$ 357	\$ -	\$ -	07-2710-220-02	Approved at the 9/14/2021 State Board Meeting.
206-1-023-20220614	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	\$840 Premium payment for retention (for 1 part time district nurse) to retain staff during the COVID 19 pandemic and ensure that the needs of our students are met.	\$ 840	\$ -	\$ 840	\$ -	\$ -	07-2100-120-02	Approved at the 9/14/2021 State Board Meeting.. See Row 9.

206-1-024-20220614	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer Share FICA for premium pay for retention- 1 part time District nurse	\$ 64	\$ -	\$ 64	\$ -	\$ -	07-2100-220-02	Approved at the 9/14/2021 State Board Meeting.
206-1-025-20220614	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	\$1200 premium payments for retention (for 3 full time head cooks) and \$1050 Premium payments for retention (for 3 part time 2nd cooks) and \$750 premium payment for retention (for 1 part time 3rd cook) and \$525 premium payments for retention (for 2 part time 3rd cooks) to retain staff during	\$ 8,550	\$ -	\$ 8,550	\$ -	\$ -	07-3100-120-02	Approved at the 9/14/2021 State Board Meeting.. See Row 9.
206-1-026-20220614	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer Share FICA for premium pay for retention-3 full time head cooks, 3 part time 2nd cooks, and 3 part time 3rd cooks	\$ 654	\$ -	\$ 654	\$ -	\$ -	07-3100-220-02	Approved at the 9/14/2021 State Board Meeting.
206-1-027-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Salary of 1 new full time custodian hired in November 2020 to help sanitize and clean elementary and middle school to help stop the spread of COVID 19. Aug 21-Dec 21 projected salary	\$ 8,941	\$ -	\$ 8,941	\$ -	\$ -	07-2600-120-02	Approved at the 9/14/2021 State Board Meeting.
206-1-028-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer portion of Fica for new full time custodian's salary hired in November 2020 to help sanitize and clean elementary and middle school to help stop the spread of COVID 19	\$ 684	\$ -	\$ 684	\$ -	\$ -	07-2600-220-02	Approved at the 9/14/2021 State Board Meeting.
206-1-029-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Health and Accident Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Health Insurance for new full time custodian hired in November 2020 to help sanitize and clean elementary and middle school to help stop the spread of COVID 19. Health insurance premium is \$559/month for two months and \$593/month for 3 months (Aug 21-Dec21)	\$ 2,897	\$ -	\$ 2,897	\$ -	\$ -	07-2600-213-02	Approved at the 9/14/2021 State Board Meeting.
206-1-036-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Salary of 2 full time custodian hired in November 2020 and September 2021 to help sanitize and clean district buildings to help stop the spread of COVID 19. Jan 22-Jul 22 projected salary	\$ 24,192	\$ -	\$ 20,966	\$ 3,226	\$ -	07-2600-120-02	New Line Item

206-1-037-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Employer portion of Fica (7.65%) for 2 new full time custodian's salary hired in November 2020 and September 2021 to help sanitize and clean district buildings to help stop the spread of COVID 19	\$ 1,851	\$ -	\$ 1,604	\$ 247	\$ -	07-2600-20-02	New Line Item
206-1-038-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Health and Accident Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Health Insurance for 2 new full time custodian hired in November 2020 and September 2021 to help sanitize and clean district buildings to help stop the spread of COVID 19. Health insurance premium is \$593/month for 7 months for 2 custodians (Jan 21-Jul22)	\$ 8,302	\$ -	\$ 7,114	\$ 1,188	\$ -	07-2600-213-02	New Line Item

**Kansas CommonApp (2020)**

3138-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



AkGQgNWI

# 229\_Blue Valley\_ESSERII\_Change

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## Applicant details

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

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

<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	Blue Valley School District
<b>Applicant / Mailing Address</b>	
15020 Metcalf	
Overland Park, Kansas 66223	
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Adam Wade
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	awade@bluevalleyk12.org
<b>Applicant / Phone Number</b>	913-239-4623

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

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

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## Application details

Full District Name	Blue Valley School District
District Number	229

Mailing Address   Street Address	15020 Metcalf
Mailing   City	Overland Park
Mailing Address   Zip Code	66223-
Authorized Representative of the District   Name	Adam Wade
Authorized Representative of the District   Position or Title	Director of Academic Achievement and Accountability
Authorized Representative of the District   Email Address	awade@bluevalleyk12.org
Authorized Representative of the District   Phone Number	+19132394623
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	sbutler@bluevalleyk12.org
Other District Representative 2   Email Address	ktolar@bluevalleyk12.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.

In the approved Spring 2021 application, we highlighted students' academic and social-emotional needs. The biggest change from the already approved ESSER II application from last year is that we are moving the at-risk counselor salaries over to ESSER II from ESSER III, where it was previously approved there. Being able to fund at-risk counselor salaries out of ESSER II allows us to better support students' SEL needs, and it also allows us to keep people employed, as their salaries have to come from somewhere. There is also an increase in the amount of staff retention payments, again these were already approved as part of the last ESSER II, but the amounts have increased. Again, the staff retention payments allow us to keep people employed.

The one new piece that wasn't on the Spring 2021 ESSER II application is the Virtual Ed contract with Greenbush Virtual Academy. This allows us to offer a Virtual K-8 option for families who wish to remain connected to Blue Valley, but do not want to bring their students into physical school.

Overall, we feel these moves best support students, as it allows for greater personnel retention, leading to lower student:teacher and lower student:counselor ratios, therefore providing more individualized support to students. Additionally, the Greenbush funding shows that we are willing to find an alternative for our K-8 students who wish to remain tied to Blue Valley, but whose families do not want to risk an in-person learning environment.

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 educaitional agency on sanitation and minimizing the spread of infectious diseases.

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

From previously approved ESSER II, here are new ways we would like to spend (replaces some items from last application):

DA portion:

*Mitigation strategies to help keep buildings/people healthy and away from COVID-19 (line 20) -- amount reduced from previously approved ESSER II*

Stipends for employees who offered additional social connections to students by sponsoring clubs (lines 42-44) -- amount reduced from previously approved ESSER II true-up

\*Salary for 13.6 at risk counselors (lines 45-49) -- already approved in ESSER III, we now want it in ESSER II.

TU portion:

*Additional SY2022 monies to support elementary literacy learning loss in the form of a phonics resource (this is just more money, the expense was already approved on previous ESSER II) - line 21*

School Connectedness stipends (already approved on prior ESSER II for SY2023), amount reduced, split across DA & TU, and all listed for SY2022. Lines 22-24

*Stipends for employees who offered additional social connections to students by sponsoring clubs (lines 44-46) -- (expense was approved on ESSER II true-up and has since been reduced and split across new ESSER II TU & DA)*

Mitigation Strategies (line 60) - expense was approved on last ESSER II DA & has since been reduced and split across ESSER II TU & DA

*Staff retention payments (lines 85-87) to keep people employed - expense was approved on last ESSER II TU; however, this represents an increase from the prior amount (lines 85-88)*

Professional learning stipends (lines 89-91) - already approved on ESSER II DA - amount has been dramatically reduced and moved to new ESSER II TU

*Salary for at-risk counselors (lines 92-96) - already approved on ESSER III, we want to move it to ESSER II*

VirtualEd contracted service through Greenbush (line 97) to educate K-8 students who want to remain in Blue Valley, but do not feel comfortable physically returning to school

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

Since all of our proposed expenditures relate to academic and social-emotional needs, our measurements can be boiled down to the following:

\*We will use MAP, Acadience, KAP, PSAT, ACT, and AP data to provide us with many different big picture lenses into how students are growing academically.

\*We will use Panorama (3-12) to measure how students are progressing in terms of SEL.

## 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

[229 Blue Valley\\_ESSER II... \(91 KiB download\)](#)

# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

## Certification

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

Electronic Signature | Adam Wade

Date | 06/06/2022

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USD	District Na	Data as of
229	Blue Valley	6/29/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
229-1-001-20220712	Eligible	Direct Allocation	Support Services - General Administration	Supplies & Materials	2. Coordination of COVID-19 preparedness and response efforts	Mitigation Strategies-CHANGE REQUEST	\$ 93,075	\$ -	\$ 93,075	\$ -	\$ -	1.34E+08	Change Request: Previously approved for \$135,710 SFY 2022
229-1-002-20220712	Eligible	Direct Allocation	Nursing Services	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	COVID Protocol admin DCT -NO CHANGE	\$ 20,849	\$ 20,849	\$ -	\$ -	\$ -	1.34E+08	Approved at the 9/14/2021 State Board Meeting
229-1-003-20220712	Eligible	Direct Allocation	Nursing Services	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	COVID Protocol admin DCT -NO CHANGE	\$ 1,729	\$ 1,729	\$ -	\$ -	\$ -	1.34E+08	Approved at the 9/14/2021 State Board Meeting
229-1-004-20220712	Eligible	Direct Allocation	Nursing Services	Unemployment Compensation	2. Coordination of COVID-19 preparedness and response efforts	COVID Protocol admin DCT -NO CHANGE	\$ 23	\$ 23	\$ -	\$ -	\$ -	1.34E+08	Approved at the 9/14/2021 State Board Meeting
229-1-005-20220712	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	COVID Leave Admin Subs-Mitigation - NO CHANGE	\$ 19,976	\$ 19,976	\$ -	\$ -	\$ -	1.34E+08	Approved at the 9/14/2021 State Board Meeting
229-1-006-20220712	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	COVID Leave Admin Subs-Mitigation - NO CHANGE	\$ 1,528	\$ 1,528	\$ -	\$ -	\$ -	1.34E+08	Approved at the 9/14/2021 State Board Meeting
229-1-007-20220712	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	2. Coordination of COVID-19 preparedness and response efforts	COVID Leave Admin Subs-Mitigation - NO CHANGE	\$ 20	\$ 20	\$ -	\$ -	\$ -	1.34E+08	Approved at the 9/14/2021 State Board Meeting

229-1-008-20220712	Eligible	Direct Allocation	Support Services - School Administration	Overtime Salaries	2. Coordination of COVID-19 preparedness and response efforts	Registrars OVT for Rescheduling - Mitigation -NO CHANGE	\$ 3,607	\$ 3,607	\$ -	\$ -	\$ -	1.34E+08	Approved at the 9/14/2021 State Board Meeting
229-1-009-20220712	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	Registrars OVT for Rescheduling - Mitigation -NO CHANGE	\$ 249	\$ 249	\$ -	\$ -	\$ -	1.34E+08	Approved at the 9/14/2021 State Board Meeting
229-1-010-20220712	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	2. Coordination of COVID-19 preparedness and response efforts	Registrars OVT for Rescheduling - Mitigation -NO CHANGE	\$ 3	\$ 3	\$ -	\$ -	\$ -	1.34E+08	Approved at the 9/14/2021 State Board Meeting
229-1-011-20220712	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	2. Coordination of COVID-19 preparedness and response efforts	COVID Leave Subs-Mitigation -NO CHANGE	\$ 230,104	\$ 230,104	\$ -	\$ -	\$ -	1.34E+08	Approved at the 9/14/2021 State Board Meeting
229-1-012-20220712	Eligible	Direct Allocation	Instruction	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	COVID Leave Subs-Mitigation -NO CHANGE	\$ 17,273	\$ 17,273	\$ -	\$ -	\$ -	1.34E+08	Approved at the 9/14/2021 State Board Meeting
229-1-013-20220712	Eligible	Direct Allocation	Instruction	Unemployment Compensation	2. Coordination of COVID-19 preparedness and response efforts	COVID Leave Subs-Mitigation -NO CHANGE	\$ 230	\$ 230	\$ -	\$ -	\$ -	1.34E+08	Approved at the 9/14/2021 State Board Meeting
229-1-014-20220712	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	2. Coordination of COVID-19 preparedness and response efforts	Art Kits for remote learning-Mitigation -NO CHANGE	\$ 42,983	\$ 42,983	\$ -	\$ -	\$ -	1.34E+08	Approved at the 9/14/2021 State Board Meeting
229-1-015-20220712	Eligible	Direct Allocation	Instruction	Office	2. Coordination of COVID-19 preparedness and response efforts	COVID Signage-Mitigation -NO CHANGE	\$ 14,713	\$ 14,713	\$ -	\$ -	\$ -	1.34E+08	Approved at the 9/14/2021 State Board Meeting
229-1-016-20220712	Eligible	Direct Allocation	Instruction	Additional compensation paid to teachers	12. Addressing learning loss among students, including vulnerable populations	Remote Set Up/Training - NO CHANGE	\$ 97,933	\$ 97,933	\$ -	\$ -	\$ -	1.34E+08	Approved at the 9/14/2021 State Board Meeting

229-1-017-20220712	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Remote Set Up/Training - NO CHANGE	\$ 7,327	\$ 7,327	\$ -	\$ -	\$ -	1.34E+08	Approved at the 9/14/2021 State Board Meeting
229-1-018-20220712	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Remote Set Up/Training - NO CHANGE	\$ 90	\$ 90	\$ -	\$ -	\$ -	1.34E+08	Approved at the 9/14/2021 State Board Meeting
229-1-019-20220712	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	Addl Oppurtunities for Clubs and after school Stipends-CHANGE REQUESTED	\$ 2,722	\$ -	\$ 2,722	\$ -	\$ -	1.34E+08	New Line Item
229-1-020-20220712	Eligible	Direct Allocation	Instruction	Social Security Contributions	10. Providing mental health services and supports	Addl Oppurtunities for Clubs and after school Stipends-CHANGE REQUESTED	\$ 224	\$ -	\$ 224	\$ -	\$ -	1.34E+08	New Line Item
229-1-021-20220712	Eligible	Direct Allocation	Instruction	Unemployment Compensation	10. Providing mental health services and supports	Addl Oppurtunities for Clubs and after school Stipends-CHANGE REQUESTED	\$ 3	\$ -	\$ 3	\$ -	\$ -	1.34E+08	New Line Item
229-1-022-20220712	Eligible	Direct Allocation	Guidance Services	Regular Certified Salaries	10. Providing mental health services and supports	At Risk Counselors 13.6 (63 @.2+1.0) Salary-NEW -MOVED FROM AAPROVED ESSER III	\$ 620,218	\$ -	\$ 620,218	\$ -	\$ -	1.34E+08	New Line Item
229-1-023-20220712	Eligible	Direct Allocation	Guidance Services	Group Insurance	10. Providing mental health services and supports	At Risk Counselors Fringe Benefits-NEW -MOVED FROM APPROVED ESSER III	\$ 85,240	\$ -	\$ 85,240	\$ -	\$ -	1.34E+08	New Line Item
229-1-024-20220712	Eligible	Direct Allocation	Guidance Services	Social Security Contributions	10. Providing mental health services and supports	At Risk Counselors FICA/Med-NEW -MOVED FROM APPROVED ESSER III	\$ 46,967	\$ -	\$ 46,967	\$ -	\$ -	1.34E+08	New Line Item
229-1-025-20220712	Eligible	Direct Allocation	Guidance Services	Unemployment Compensation	10. Providing mental health services and supports	At Risk Counselors Unempl-NEW -MOVED FROM APPROVED ESSER III	\$ 608	\$ -	\$ 608	\$ -	\$ -	1.34E+08	New Line Item

229-1-026-20220712	Eligible	Direct Allocation	Guidance Services	Other Employee Benefits	10. Providing mental health services and supports	At Risk Counselors STD-NEW -MOVED FROM APPROVED ESSER III	\$ 1,051	\$ -	\$ 1,051	\$ -	\$ -	1.34E+08	New Line Item
229-2-001-20220712	Eligible	True Up Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	ES Phonics Resource-CHANGE REQUEST	\$ 450,725	\$ 424,007	\$ 26,718	\$ -	\$ -	1.34E+08	Change Request: Previously approved for \$424,007 SFY 2021
229-2-002-20220712	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	School Connectedness Stipends - CHANGE REQUEST	\$ 2,612	\$ -	\$ 2,612	\$ -	\$ -	1.34E+08	Change Request: Previously approved for \$111,251 SFY 2023
229-2-003-20220712	Eligible	True Up Allocation	Instruction	Social Security Contributions	11B. Planning and implementing supplemental after-school programs	School Connectedness Stipends - CHANGE REQUEST	\$ 215	\$ -	\$ 215	\$ -	\$ -	1.34E+08	Change Request: Previously approved for \$8,361 SFY 2023
229-2-004-20220712	Eligible	True Up Allocation	Instruction	Other Employee Benefits	11B. Planning and implementing supplemental after-school programs	School Connectedness Stipends - CHANGE REQUEST	\$ 3	\$ -	\$ 3	\$ -	\$ -	1.34E+08	Change Request: Previously approved for \$98 SFY 2023
229-2-005-20220712	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	K-8 Summer-CHANGE REQUEST/move to III	\$ 15,246	\$ 15,246	\$ -	\$ -	\$ -	1.34E+08	Change Request: \$15,246 SFY 2021 and \$32,775 SFY 2022
229-2-006-20220712	Eligible	True Up Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	K-8 Summer-CHANGE REQUEST/move to III	\$ 1,166	\$ 1,166	\$ -	\$ -	\$ -	1.34E+08	Change Request: \$1,166 SFY 2021 and \$2,507 SFY 2022
229-2-007-20220712	Eligible	True Up Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	K-8 Summer-CHANGE REQUEST/move to III	\$ 14	\$ 14	\$ -	\$ -	\$ -	1.34E+08	Change Request: \$15 SFY 2021 and \$31 SFY 2022
229-2-008-20220712	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	10. Providing mental health services and supports	Add Oppurtunities for Clubs and after school Stipends-CHANGE REQUEST	\$ 4,095	\$ -	\$ 4,095	\$ -	\$ -	1.34E+08	Change Request: \$46,404 SFY 2022 and \$46,404 SFY 2023
229-2-009-20220712	Eligible	True Up Allocation	Instruction	Social Security Contributions	10. Providing mental health services and supports	Add Oppurtunities for Clubs and after school Stipends-CHANGE REQUEST	\$ 337	\$ -	\$ 337	\$ -	\$ -	1.34E+08	Change Request: \$3,550 SFY 2022 and \$3,550 SFY 2023

229-2-010-20220712	Eligible	True Up Allocation	Instruction	Unemployment Compensation	10. Providing mental health services and supports	Addl Oppurtunities for Clubs and after school Stipends-CHANGE REQUEST	\$ 5	\$ -	\$ 5	\$ -	\$ -	1.34E+08	Change Request: \$46 SFY 2022 and \$46 SFY 2023
229-2-011-20220712	Eligible	True Up Allocation	Instruction	Textbooks	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	MS Novels -NO CHANGE	\$ 60,000	\$ -	\$ 60,000	\$ -	\$ -	1.34E+08	Approved at the 9/14/2021 State Board Meeting
229-2-012-20220712	Eligible	True Up Allocation	Support Services - General Administration	Supplies & Materials	2. Coordination of COVID-19 preparedness and response efforts	Mitigation Strategies-CHANGE REQUEST	\$ 29,634	\$ -	\$ -	\$ 29,634	\$ -	1.34E+08	Change Request: Note per district 6/28/2022:expense was approved on last ESSER II DA & has since been reduced and split across ESSER II TU & DA
229-2-013-20220712	Eligible	True Up Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Add'l Teaching -NO CHANGE	\$ 788,942	\$ 788,942	\$ -	\$ -	\$ -	1.34E+08	Approved at the 9/14/2021 State Board Meeting
229-2-014-20220712	Eligible	True Up Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Add'l Teaching -NO CHANGE	\$ 60,354	\$ 60,354	\$ -	\$ -	\$ -	1.34E+08	Approved at the 9/14/2021 State Board Meeting
229-2-015-20220712	Eligible	True Up Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Add'l Teaching -NO CHANGE	\$ 789	\$ 789	\$ -	\$ -	\$ -	1.34E+08	Approved at the 9/14/2021 State Board Meeting
229-2-016-20220712	Eligible	True Up Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Add'l Teaching -NO CHANGE	\$ 947	\$ 947	\$ -	\$ -	\$ -	1.34E+08	Approved at the 9/14/2021 State Board Meeting
229-2-017-20220712	Eligible	True Up Allocation	Instruction	Additional compensation paid to teachers	11A. Planning and implementing summer learning or enrichment programs	HS Summer School -CHANGE REQUEST/MOVE TO III	\$ 27,421	\$ 27,421	\$ -	\$ -	\$ -	1.34E+08	Change Request: Previously approved for \$27,421 SFY 2021 and \$61,361 SFY 2022

229-2-018-20220712	Eligible	True Up Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	HS Summer School -CHANGE REQUEST/MOVE TO III	\$ 2,098	\$ 2,098	\$ -	\$ -	\$ -	1.34E+08	Change Request: Previously approved for \$2,098 SFY 2021 and \$4,694 SFY 2022
229-2-019-20220712	Eligible	True Up Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	HS Summer School -CHANGE REQUEST/MOVE TO III	\$ 26	\$ 26	\$ -	\$ -	\$ -	1.34E+08	Change Request: Previously approved for \$26 SFY 2021 and \$58 SFY 2022
229-2-020-20220712	Eligible	True Up Allocation	Nursing Services	Additional compensation paid to teachers	11A. Planning and implementing summer learning or enrichment programs	HS Summer School -CHANGE REQUEST/MOVE TO III	\$ 624	\$ 624	\$ -	\$ -	\$ -	1.34E+08	Change Request: Previously approved for \$624 SFY 2021 and \$1,371 SFY 2022
229-2-021-20220712	Eligible	True Up Allocation	Nursing Services	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	HS Summer School -CHANGE REQUEST/MOVE TO III	\$ 48	\$ 48	\$ -	\$ -	\$ -	1.34E+08	Change Request: Previously approved for \$48 SFY 2021 and \$105 SFY 2022
229-2-022-20220712	Eligible	True Up Allocation	Nursing Services	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	HS Summer School -CHANGE REQUEST/MOVE TO III	\$ 1	\$ 1	\$ -	\$ -	\$ -	1.34E+08	Change Request: Previously approved for \$0.60 SFY 2021 and \$1.00 SFY 2022
229-2-023-20220712	Eligible	True Up Allocation	Supervision of Improvement of Instruction Services	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	HS Summer School -CHANGE REQUEST/MOVE TO III	\$ 196	\$ 196	\$ -	\$ -	\$ -	1.34E+08	Change Request: Previously approved for \$196 SFY 2021 and \$704 SFY 2022
229-2-024-20220712	Eligible	True Up Allocation	Supervision of Improvement of Instruction Services	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	HS Summer School -CHANGE REQUEST/MOVE TO III	\$ 15	\$ 15	\$ -	\$ -	\$ -	1.34E+08	Change Request: Previously approved for \$15 SFY 2021 and \$54 SFY 2022
229-2-025-20220712	Eligible	True Up Allocation	Supervision of Improvement of Instruction Services	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	HS Summer School -CHANGE REQUEST/MOVE TO III	\$ 0	\$ 0	\$ -	\$ -	\$ -	1.34E+08	Change Request: Previously approved for \$0.18 SFY 2021 and \$0.66 SFY 2022
229-2-026-20220712	Eligible	True Up Allocation	Supervision of Improvement of Instruction Services	Additional compensation paid to teachers	11A. Planning and implementing summer learning or enrichment programs	HS Summer School -CHANGE REQUEST/MOVE TO III	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	1.34E+08	Change Request: Previously approved for \$15,000 SFY 2021 and \$15,000 SFY 2022

229-2-027-20220712	Eligible	True Up Allocation	Supervision of Improvement of Instruction Services	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	HS Summer School -CHANGE REQUEST/MOVE TO III	\$ 115	\$ 115	\$ -	\$ -	\$ -	1.34E+08	Change Request: Previously approved for \$115 SFY 2021 and \$115 SFY 2022
229-2-028-20220712	Eligible	True Up Allocation	Supervision of Improvement of Instruction Services	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	HS Summer School -CHANGE REQUEST/MOVE TO III	\$ 1	\$ 1	\$ -	\$ -	\$ -	1.34E+08	Change Request: Previously approved for \$1.00 SFY 2021 and \$2.00 SFY 2022
229-2-029-20220712	Eligible	True Up Allocation	Supervision of Improvement of Instruction Services	Additional compensation paid to teachers	11A. Planning and implementing summer learning or enrichment programs	HS Summer School -CHANGE REQUEST/MOVE TO III	\$ 2,333	\$ 2,333	\$ -	\$ -	\$ -	1.34E+08	Change Request: Previously approved for \$2,333 SFY 2021 and \$4,667 SFY 2022
229-2-030-20220712	Eligible	True Up Allocation	Supervision of Improvement of Instruction Services	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	HS Summer School -CHANGE REQUEST/MOVE TO III	\$ 179	\$ 179	\$ -	\$ -	\$ -	1.34E+08	Change Request: Previously approved for \$179 SFY 2021 and \$357 SFY 2022
229-2-031-20220712	Eligible	True Up Allocation	Supervision of Improvement of Instruction Services	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	HS Summer School -CHANGE REQUEST/MOVE TO III	\$ 2	\$ 2	\$ -	\$ -	\$ -	1.34E+08	Change Request: Previously approved for \$2.00 SFY 2021 and \$5.00 SFY 2022
229-2-032-20220712	Eligible	True Up Allocation	Instruction	Additional compensation paid to teachers	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Staff retention payments - CHANGE REQUEST	\$ 2,112,945	\$ -	\$ 2,112,945	\$ -	\$ -	1.34E+08	Change Request: Previously approved for \$1,520,578 SFY 2022
229-2-033-20220712	Eligible	True Up Allocation	Instruction	Other Employee Benefits	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Staff retention payments - CHANGE REQUEST	\$ 2,099	\$ -	\$ 2,099	\$ -	\$ -	1.34E+08	Change Request: Previously approved for \$116,324 SFY 2022
229-2-034-20220712	Eligible	True Up Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Staff retention payments - CHANGE REQUEST	\$ 161,453	\$ -	\$ 161,453	\$ -	\$ -	1.34E+08	Change Request: Previously approved for \$1,368 SFY 2022

229-2-035-20220712	Eligible	True Up Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Staff retention payments - CHANGE REQUEST	\$ 1,990	\$ -	\$ 1,990	\$ -	\$ -	1.34E+08	New Line Item
229-2-036-20220712	Eligible	True Up Allocation	Support Services - Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Professional Learning Stipends-CHANGE REQUEST -MOVED FROM DA	\$ 9,169	\$ -	\$ 9,169	\$ -	\$ -	1.34E+08	New Line Item
229-2-037-20220712	Eligible	True Up Allocation	Support Services - Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Professional Learning Stipends-CHANGE REQUEST -MOVED FROM DA	\$ 694	\$ -	\$ 694	\$ -	\$ -	1.34E+08	New Line Item
229-2-038-20220712	Eligible	True Up Allocation	Support Services - Instruction	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Professional Learning Stipends-CHANGE REQUEST -MOVED FROM DA	\$ 9	\$ -	\$ 9	\$ -	\$ -	1.34E+08	New Line Item
229-2-039-20220712	Eligible	True Up Allocation	Guidance Services	Regular Certified Salaries	10. Providing mental health services and supports	At Risk Counselors 13.6 (63 @.2+1.0) Salary-NEW -MOVED FROM APPROVED ESSER III	\$ 1,031,433	\$ -	\$ 123,371	\$ 908,062	\$ -	1.34E+08	New Line Item
229-2-040-20220712	Eligible	True Up Allocation	Guidance Services	Group Insurance	10. Providing mental health services and supports	At Risk Counselors Fringe Benefits-NEW -MOVED FROM APPROVED ESSER III	\$ 141,756	\$ -	\$ 16,956	\$ 124,800	\$ -	1.34E+08	New Line Item
229-2-041-20220712	Eligible	True Up Allocation	Guidance Services	Social Security Contributions	10. Providing mental health services and supports	At Risk Counselors FICA/Med-NEW -MOVED FROM APPROVED ESSER III	\$ 78,108	\$ -	\$ 9,343	\$ 68,765	\$ -	1.34E+08	New Line Item
229-2-042-20220712	Eligible	True Up Allocation	Guidance Services	Unemployment Compensation	10. Providing mental health services and supports	At Risk Counselors Unempl-NEW -MOVED FROM APPROVED ESSER III	\$ 1,012	\$ -	\$ 121	\$ 891	\$ -	1.34E+08	New Line Item

229-2-043-20220712	Eligible	True Up Allocation	Guidance Services	Other Employee Benefits	10. Providing mental health services and supports	At Risk Counselors STD-NEW -MOVED FROM APPROVED ESSER III	\$ 1,747	\$ -	\$ 209	\$ 1,538	\$ -	1.34E+08	New Line Item
229-2-044-20220712	Eligible	True Up Allocation	Instruction	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	Virtual Ed contracted service for students that have not returned to in person learning (21-22=47.5 FTE/22-23=20 FTE)-NEW ITEM	\$ 235,000	\$ -	\$ 165,000	\$ 70,000	\$ -	1.34E+08	New Line Item

**Kansas CommonApp (2020)**

3122-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



JMMwbwGI

# 258\_Humboldt\_ESSERII Plan\_051622

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## Applicant details

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

**Applicant / Entity Name** | amber.wheeler@usd258.net

**Applicant / Mailing Address**

| 801 New York St  
| Humboldt KS 66748

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Amber Wheeler

**Applicant / Email Address of Owner, CEO, or Executive Director** | amber.wheeler@usd258.net

**Applicant / Phone Number** | 620-473-3121

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

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

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## Application details

Full District Name | Unied School District Humboldt

District Number | 258

Mailing Address   Street Address	801 New York St.
Mailing   City	Humboldt
Mailing Address   Zip Code	66748
Authorized Representative of the District   Name	Amber Wheeler
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	amber.wheeler@usd258.net
Authorized Representative of the District   Phone Number	+16204733121
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	paula.kovacic@usd258.net

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

The district K-12 students have been impacted by covid this year. Even though we were in person and we also had some remote learners at the same time we had some learning loss from March 2020 until now. After viewing our Fastbridge data our district was 51% at risk overall. By viewing our sub group population we see that our special education and free and reduced students had the most impact of student learning loss. Overall our students social emotional health suffered as well. We had 48% fall in the at-risk category of the SABRS Assessment.

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 district K-12 students have been impacted by covid this year. Even though we were in person and we also had some remote learners at the same time we had some learning loss from March 2020 until now. After viewing our Fastbridge data our district was 51% at risk overall. To help with this gap we are planning on summer school, using money to cover teachers and administrators for additional training in the use of science in reading, math and how to look at data from our Fastbridge assessment which we just purchased this year. We are looking at strengthening our elementary with using decodable readers, Really Great Reading and through purchasing assessment tools. We are also purchasing computers at the high school for in person and remote learning for next school year. We are purchasing Core Essentials for additional curriculum for social emotional for our K-12 students. In order to keep our school operating in person and with as few absences as possible, we will implement increased health and cleaning protocols.

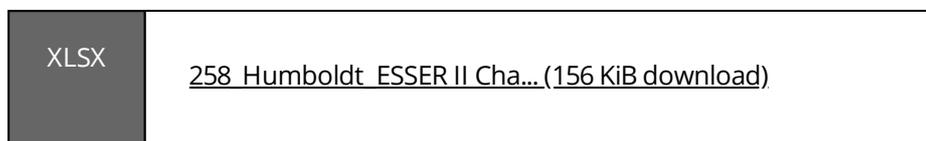
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will determine the effectiveness of our expenditures through our assessments of Fastbridge and STAR. We will view sub groups and have weekly meeting on students.

## Notes on ESSER II application Excel template:

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

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



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

(b) If any other rules for participation of students enrolled in private schools apply under a particular program, they are in the

authorizing statute or implementing regulations for that program.

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

## Certification

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

Electronic Signature | Amber Wheeler

Date | 05/16/2022

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

USD	District Name	Data as of
498	Valley Heights	6/13/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
258-1-001-20220614	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School: We will have summer school for students to help close the achievement gap due to covid. Students were chosen based on Fastbridge scores. 40% below	\$ 41,667	\$ -	\$ 14,088	\$ 27,579	\$ -	59300	Change Request: previously approved for \$16,000 SFY 2021
258-1-002-20220614	Eligible	Direct Allocation	Instruction	Full-Time Substitute Salaries for Certified Staff	12. Addressing learning loss among students, including vulnerable populations	We will use subs to help pay for professional development on evidence based activities to met the comprehensive needs of students. LETRS training, additional training for Fastbridge and how to look at the data, a program that will help meet the needs of teaching the science of math.	\$ 21,600	\$ 21,600	\$ -	\$ -	\$ -	59350	Approved at 6-9-2021 State Board Meeting. Paying for subs to cover classes to allow for teachers to engage in PD to learn strategies that close the learning gap caused by COVID (Phone Call 5/7/21)
258-1-003-20220614	Eligible	Direct Allocation	Instruction	Other	12. Addressing learning loss among students, including vulnerable populations	Fastbridge will be utilized as our high quality assessment to accurately access student's academic progress and assist teachers in meeting students academic needs.	\$ 5,400	\$ 5,400	\$ -	\$ -	\$ -	59400	Change Request: previously approved for \$4,400 SFY 2021
258-1-004-20220614	Eligible	Direct Allocation	Instruction	Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	The computers will be utilized for in person learning to address achievement gaps caused by covid. This is for 25 computers.	\$ 28,250	\$ 28,250	\$ -	\$ -	\$ -	59450	Approved at 6-9-2021 State Board Meeting. Computers to support interventions during in person learning. (Phone Call 5/7/21)

258-1-005-20220614	Eligible	Direct Allocation	Instruction	Textbooks	11A. Planning and implementing summer learning or enrichment programs	We will use the Bridges Math learning centers for summer school to improve number sense for students. This will also be used during the school year for classroom and math intervention use. The elementary shows they are at 38% considered at-risk on Fastbridge to clo assessment. We need to close this learning gap created by COVID and students quarantining.	\$ 7,950	\$ 7,950	\$ -	\$ -	\$ -	59500	Approved at 6-9-2021 State Board Meeting.
258-1-006-20220614	Eligible	Direct Allocation	Instruction	Textbooks	10. Providing mental health services and supports	We are purchasing the Core Essential curriculum K-12 for social emotional well being of our students due to COVID. This is evidence based curriculum . We have 51% of our students are at-ris according to my SAEBRS data. This curriculum will be partnered with Second Step which we already have in place.	\$ 1,200	\$ 1,200	\$ -	\$ -	\$ -	59500	Approved at 6-9-2021 State Board Meeting.
258-1-007-20220614	Eligible	Direct Allocation	Instruction	Other	12. Addressing learning loss among students, including vulnerable populations	STAR/AR Assessment will be utilized as our high quality assessment to accurately access student's academic progress and educational needs caused by COVID, as well as assist teachers in meeting students academic needs,	\$ 3,509	\$ 3,509	\$ -	\$ -	\$ -	59550	Approved at 6-9-2021 State Board Meeting.
258-1-008-20220614	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	We plan to utilize decodable readers at the elementary level during summer school and also during reading groups. Our elementary students scored 38% at-risk according to the Fastbridge data. We will have summer school for students to help close the achievement gap due to covid.	\$ 8,955	\$ 8,955	\$ -	\$ -	\$ -	59600	Approved at 6-9-2021 State Board Meeting.

258-1-009-20220614	Eligible	Direct Allocation	Instruction	Workbooks	12. Addressing learning loss among students, including vulnerable populations	Really Great Reading is a great reading resource that TASN recommends for reading. This program will be utilized to meet the comprehensive reading needs of our students. This program will be used for core instruction and intervention for K-5s.	\$ 19,704	\$ 19,704	\$ -	\$ -	\$ -	59650	Approved at 6-9-2021 State Board Meeting. Really Great Reading will be used in both summer school and during the school year to provide interventions to students who have an identified learning loss. (Phone call 5/7/21).
258-1-010-20220614	Eligible	Direct Allocation	Instruction	Personal Services - Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	We plan on using incentive pay/premium pay for the retention of certified and classified staff for the 2021-22 school year. We have 104 staff members. We would like to give each staff member \$1500. Which would equal \$156,000.	\$156,000	\$156,000	\$ -	\$ -	\$ -	59300	Approved at 7/13/2021 State Board Meeting. new line item
258-1-011-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	We plan to hire additional part-time custodians to provide additional cleaning and sanitation of high traffic areas in the buildings as part of our Covid mitigation plan.	\$ 18,956	\$ -	\$ 18,956	\$ -	\$ -	59370	Approved 10/12/2021 State Board Meeting
258-1-012-20220614	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	We plan to provide training to teachers in the Science of Reading to address learning loss in the area of reading, due to Covid related learning loss as students were absent during quarantines. We will pay a stipend (11 staff @\$750 + employment taxes) to staff who complete the training.	\$ 8,882	\$ -	\$ 8,882	\$ -	\$ -	59380	Approved 10/12/2021 State Board Meeting
258-1-013-20220614	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	We plan to provide PD/training to teachers in the Science of Reading to address learning loss in the area of reading due to Covid . This will pay the cost of the program for teachers (11@\$650).	\$ 7,150	\$ -	\$ 7,150	\$ -	\$ -	59390	Approved 10/12/2021 State Board Meeting

258-1-014-20220614	Eligible	Direct Allocation	Support Services - School Administration	Professional Employee Training and Development Services	3. Providing principals and other school leaders with resources to address individual school needs	We plan to provide PD/training to administrators in addressing learning loss in the area of reading due to Covid. This will pay a stipend (\$400 + employment taxes) for completing the program outside of working hours.	\$ 862	\$ -	\$ 862	\$ -	\$ -	59410	Approved 10/12/2021 State Board Meeting
258-1-015-20220614	Eligible	Direct Allocation	Support Services - School Administration	Professional Employee Training and Development Services	3. Providing principals and other school leaders with resources to address individual school needs	We plan to provide PD/training to administrators in addressing learning loss in the area of reading due to Covid. This will pay for the cost of the program (\$750).	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	59420	Approved 10/12/2021 State Board Meeting
258-1-016-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Equipment	2. Coordination of COVID-19 preparedness and response efforts	Purchase additional cleaning supplies (wipes, spray, etc.) to facilitate our Covid 19 mitigation cleaning plan.	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	59430	Approved 10/12/2021 State Board Meeting
258-1-017-20220614	Eligible	Direct Allocation	Instruction	Software	12. Addressing learning loss among students, including vulnerable populations	This will provide Achieve 3000 Reading and Math for our middle school. This is an online intervention program to address learning loss for students.	\$ 7,300	\$ -	\$ 7,300	\$ -	\$ -	59450	New Line Item
258-1-018-20220614	Eligible	Direct Allocation	Instruction	Professional - Education Services	12. Addressing learning loss among students, including vulnerable populations	Fee for a Greenbush Specialist in Literacy and Instruction to provide professional development services to teachers in the area of literacy.	\$ 32,500	\$ -	\$ 32,500	\$ -	\$ -	59390	Per supt 6/2/22 This is professional development aimed at helping teachers address learning losses in the area of literacy due to COVID.

258-1-019-20220614	Eligible	Direct Allocation	Instruction	Other Purchased Services	11A. Planning and implementing summer learning or enrichment programs	Off-campus summer learning activities as part of our summer school program Summer 2022. K-12	\$ 6,020	\$ -	\$ 6,020	\$ -	\$ -	59750	Per supt 6/2/22 These activities will be part of our summer programming focused on addressing the learning losses of students due to COVID. The specific activities will be based around the interests and needs of the students attending the program, but will include trips to our local service center focused on science content knowledge. Our community identified that students missed a number of opportunities to go beyond our city limits for learning opportunities due to COVID. This responds to this need.
258-1-020-20220614	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Supplies for Summer Programming	\$ 2,103	\$ -	\$ 2,103	\$ -	\$ -	59750	Per supt 6/2/22 These will be for various supplies for our summer programming which is focused on addressing the learning loss students experienced due to COVID. The supplies will be specific to the needs of the students who will attend, such as crayons, pencils, paper, learning materials, etc. Teachers will utilize these supplies based upon the needs of the students attending the program.
258-1-021-20220614	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	PD for 6-12 teachers in addressing learning loss in the area of literacy.	\$ 2,800	\$ -	\$ -	\$ 2,800	\$ -	59390	Approved at the 11/9/2021 State Board Meeting

258-1-022-20220614	Eligible	Direct Allocation	Instruction	Professional - Education Services	10. Providing mental health services and supports	Fee for a Greenbush Specialist in Social/Emotional Learning and Behavior Support to provide professional development services to teachers in the area of SEL and behavior support.	\$ 27,000	\$ -	\$ 27,000	\$ -	\$ -	59390	Per supt 6/2/22 Per supt 6/2/22 This will address the learning loss in the area of SEL and the decline in student behaviors due to COVID.
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**Kansas CommonApp (2020)**

1939-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



MRmlmwQr

# 327 Ellsworth ESSER II Plan 0324

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Applicant details

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

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

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

**Applicant / Entity Name** | USD 327 Ellsworth-Kanopolis

**Applicant / Mailing Address**

| 145 W Old Hwy 140  
| Ellsworth, KS 67439

**Applicant / Email Address of Owner, CEO, or Executive Director** | cedgerle@usd327.org

**Applicant / Phone Number** | 17854725180

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

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

**Fiscal Agent / Name (if applicable)** | Dina Rankin

**Fiscal Agent / Email (if applicable)** | drankin@usd327.org

**Fiscal Agent / Mailing Address (if applicable)**

| 145 W. Old Hwy 140  
| Ellsworth, KS 67439

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## Application details

Full District Name	USD 327 Ellsworth
District Number	327
Mailing Address   Street Address	P.O. Box 306 145 W 15th St
Mailing   City	Ellsworth
Mailing Address   Zip Code	67439
Authorized Representative of the District   Name	Joshua Lanning
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	jlanning@usd327.org
Authorized Representative of the District   Phone Number	+17854725561
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	drankin@usd327.org
Other District Representative 2   Email Address	nflorian@usd327.org

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

USD 327 composes of 642 students K through 12th grade for the 2021-2022 school year. Covid-19 has impacted the school and community in multiple ways. In the 2020 school year, students lost over 1/4 of their school year to the virus resulting in lost academic and social emotional learning. For the 2020-2021 school year, students returned to in person instruction and were able to maintain that instruction for the entire year, but at an increased cost both financially, academically, and social emotionally. The district saw increased costs in food service and maintenance. Students in all grades, but particularly in the lower grades that are At-Risk and special needs lost the ability to interact with students outside of their cohort groups, saw a reduced social emotional education, and the elimination of field trips, multiple quarantines, and a shortened calendar, cost them academic opportunities for the 2019-2021 school years.

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.

USD 327 will utilize ESSER II allocations to recover the lost financial resources encumbered by the district due to strategies implemented to keep students and staff healthy and safe while returning to the schools. Funding will be utilized in

maintenance costs including upgrades to HVAC, advanced cleaning supplies and techniques specific to COVID-19, and additional staff. In Food service, we will utilize funding for increased common space and equipment to aid in social distancing, disposable supplies, and staff wages to aid in preparation of food and supervision of students practicing social distancing. We will also utilize funds to hire additional certified staff and classified staff to aid in both physical and mental health services, additional teaching staff, classified staff, curriculum designed to easily transition from in person to online when needed do to COVID-19, technology, summer and after school learning opportunities, and premium pay.

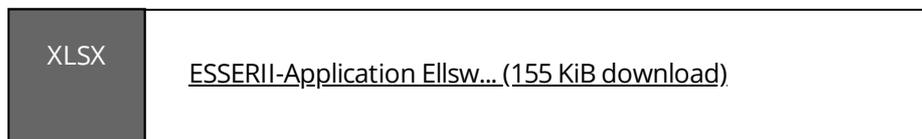
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will utilize stakeholder town hall meetings, surveys, a social emotional screener, retention rates, MAPS and Aimsweb Testing.

## 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 | Joshua Brian Lanning

Date | 10/19/2021

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

USD	District Na	Data as of
327	Ellsworth	6/29/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
327-1-001-20220712	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Premium Pay: Paying certified staff a one time \$1500 payment broken into two payments of \$750 on December 20th and January 20th for increased duties due to COVID 19 including sanitation, preparation time, training and continuity of services to retain all staff through the pandemic.	\$ 84,000	\$ -	\$ 84,000	\$ -	\$ -	21	Approved at the 12/14/2021 State Board Meeting
327-1-002-20220712	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	2. Coordination of COVID-19 preparedness and response efforts	Premium Pay: Paying classified staff a \$1500 payment broken into two payments on December 20th and June 20th for increased work in sanitation and continuity of services to retain all staff through the pandemic.	\$ 46,500	\$ -	\$ 46,500	\$ -	\$ -	21	Approved at the 12/14/2021 State Board Meeting
327-1-003-20220712	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	Salary for counseling position at Kanopolis Middle School to provide social emotional support for students impacted by Covid-19	\$ 28,432	\$ -	\$ 28,432	\$ -	\$ -	21	Approved at the 12/14/2021 State Board Meeting
327-1-004-20220712	Eligible	Direct Allocation	Support Services (Students)	Tuition Reimbursement	10. Providing mental health services and supports	Unemployment costs for additional Counselor	\$ 25	\$ -	\$ 25	\$ -	\$ -	21	Approved at the 12/14/2021 State Board Meeting
327-1-005-20220712	Eligible	Direct Allocation	Instruction	Tuition Reimbursement	2. Coordination of COVID-19 preparedness and response efforts	Unemployment costs for Certified Premium Pay	\$ 75	\$ -	\$ 75	\$ -	\$ -	21	Approved at the 12/14/2021 State Board Meeting
327-1-006-20220712	Eligible	Direct Allocation	Instruction	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	Social Security for Certified Premium Pay	\$ 6,500	\$ -	\$ 6,500	\$ -	\$ -	21	Approved at the 12/14/2021 State Board Meeting

327-1-007-20220712	Eligible	Direct Allocation	Instruction	Other Employee Benefits	10. Providing mental health services and supports	KPERS Employer Share - Counselor position	\$ 3,800	\$ -	\$ 3,800	\$ -	\$ -	21	Approved at the 12/14/2021 State Board Meeting
327-1-008-20220712	Eligible	Direct Allocation	Instruction	Tuition Reimbursement	2. Coordination of COVID-19 preparedness and response efforts	Unemployment costs for Classified Premium Pay	\$ 50	\$ -	\$ 50	\$ -	\$ -	21	Approved at the 12/14/2021 State Board Meeting
327-1-009-20220712	Eligible	Direct Allocation	Instruction	Social Security Contributions	2. Coordination of COVID-19 preparedness and response efforts	Social Security for Classified Premium Pay	\$ 3,600	\$ -	\$ 3,600	\$ -	\$ -	21	Approved at the 12/14/2021 State Board Meeting
327-1-010-20220712	Eligible	Direct Allocation	Instruction	Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Seesaw license to communicate and deliver lessons to parents and students while under quarantine or ill with Covid-19	\$ 1,375	\$ -	\$ 1,375	\$ -	\$ -	21	Approved at the 12/14/2021 State Board Meeting
327-1-011-20220712	Eligible	Direct Allocation	Instruction	Technical Services	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Zoom License to provide school services and information to health compromised students and stakeholders.	\$ 5,400	\$ 5,400	\$ -	\$ -	\$ -	21	Approved at the 12/14/2021 State Board Meeting
327-1-012-20220712	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Teaching Children's yoga social emotional learning program. This program is designed to increase SEL in students that have not attended school on a regular basis since the pandemic began.	\$ 299	\$ 299	\$ -	\$ -	\$ -	21	Approved at the 12/14/2021 State Board Meeting
327-1-013-20220712	Eligible	Direct Allocation	Instruction	Textbooks	10. Providing mental health services and supports	Feeling Faces Cards for Grades 1-2 Classroom for our social emotional curriculum. This program is designed to increase SEL in students that have not attended school on a regular basis since the pandemic began.	\$ 163	\$ 163	\$ -	\$ -	\$ -	21	Approved at the 12/14/2021 State Board Meeting
327-1-014-20220712	Eligible	Direct Allocation	Instruction	Textbooks	10. Providing mental health services and supports	Feeling Faces Cards for Grades 1-2 Classroom for our social emotional curriculum. This program is designed to increase SEL in students that have not attended school on a regular basis since the pandemic began.	\$ 163	\$ 163	\$ -	\$ -	\$ -	21	Approved at the 12/14/2021 State Board Meeting

327-1-015-20220712	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Social Emotional Training for staff to implement our SEL program that will fill holes in student learning caused by missed educational time due to Covid 19.	\$ 900	\$ -	\$ 900	\$ -	\$ -	21	Approved at the 12/14/2021 State Board Meeting
327-1-016-20220712	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Supplies required for the new SEL training.	\$ 179	\$ -	\$ 179	\$ -	\$ -	21	Approved at the 12/14/2021 State Board Meeting
327-1-017-20220712	Eligible	Direct Allocation	Instruction	Textbooks	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Moby Max licenses for our 2nd grade class. Moby Max identifies learning gaps in math, reading, writing, language, vocabulary, and fact fluency caused by Covid 19.	\$ 799	\$ -	\$ 799	\$ -	\$ -	21	Approved at the 12/14/2021 State Board Meeting
327-1-018-20220712	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Training DVDs/Books needed to implement our SEL program.	\$ 202	\$ -	\$ 202	\$ -	\$ -	21	Approved at the 12/14/2021 State Board Meeting
327-1-019-20220712	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Social Emotional Supplies needed for training.	\$ 160	\$ -	\$ 160	\$ -	\$ -	21	Approved at the 12/14/2021 State Board Meeting
327-1-020-20220712	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	10. Providing mental health services and supports	Drums for the new SEL program.	\$ 240	\$ -	\$ 240	\$ -	\$ -	21	Approved at the 12/14/2021 State Board Meeting
327-1-021-20220712	Eligible	Direct Allocation	Instruction	Property	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	Smart Boards. In the event of a long-term closure, the use of the interactive software, Lumio, that comes with the boards will be vital for teachers to create engaging activities that all students can access with the integration of their school issued chromebooks and smart boards.	\$ 71,247	\$ 71,247	\$ -	\$ -	\$ -	21	New Line Item. 6/2/22 Per Dina Rankin Total of 16 SMART boards and interactive displays ranging from \$3,895 to \$5,588 each depending on the model. This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)

**Kansas CommonApp (2020)**

2750-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



ErRnWzmE

# 383 Manhattan-Ogden\_ESSERII\_Change

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Applicant details

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

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

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

**Applicant / Entity Name** | Manhattan-Ogden USD 383

**Applicant / Mailing Address**

| 2031 Poyntz Ave  
| Manhattan, KS 66502

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Dr. Marvin Wade, Superintendent

**Applicant / Email Address of Owner, CEO, or Executive Director** | marvinw@usd383.org

**Applicant / Phone Number** | 785-587-2000

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

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

**Fiscal Agent / Name (if applicable)** | Lew Faust, Director of Business Services

**Fiscal Agent / Email (if applicable)** | lewf@usd383.org

**Fiscal Agent / Mailing Address (if applicable)**

## Application details

Full District Name		Manhattan-Ogden
District Number		383
Mailing Address   Street Address		2031 Poyntz Ave
Mailing   City		Manhattan
Mailing Address   Zip Code		66502
Authorized Representative of the District   Name		Lew Faust
Authorized Representative of the District   Position or Title		Director of Business Services
Authorized Representative of the District   Email Address		lewf@usd383.org
Authorized Representative of the District   Phone Number		+17855872000
Would you like to additional district representatives to the application?		Yes
Other District Representative 1   Email Address		jillt@usd383.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.

This is a budget plan reallocation, the impacts have not changed from our original application other than the ongoing impacts attributed to the COVID-19 variants.

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.

| No change from original application.

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

| No change from original application.

## 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 | Lew Faust, Director of Business Services

Date | 01/27/2022

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

USD	District Name	Data as of
383	Manhattan	6/13/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
383-1-001-20220614	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional elementary teaching staff (3.5 FTE) to maintain class size limitations and physical distancing. (CHANGE REQUEST-FY 2023)	\$ 247,500	\$ 67,500	\$ 180,000	\$ -	\$ -	71	Change Request: \$135,000 removed from SFY 2023
383-1-002-20220614	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional middle school teaching staff (3.0 FTE) to maintain class size limitations and physical distancing. (CHANGE REQUEST-FY 2023)	\$ 180,000	\$ 90,000	\$ 90,000	\$ -	\$ -	71	Change Request: \$90,000 removed from SFY 2023
383-1-003-20220614	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional middle school teaching staff (3.0 FTE) to maintain class size limitations and physical distancing. (CHANGE REQUEST-FY 2023)	\$ 180,000	\$ 90,000	\$ 90,000	\$ -	\$ -	71	Change Request: \$90,000 removed from SFY 2023
383-1-004-20220614	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	(CHANGE REQUEST-FY 2023)	\$ 360,000	\$ 180,000	\$ 180,000	\$ -	\$ -	71	Change Request: \$135,000 removed from SFY 2023
383-1-005-20220614	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Part-time certified salaries for Jump Start learning recovery summer program. Target of 40 additional staff/summer program.	\$ 144,000	\$ 36,000	\$ 108,000	\$ -	\$ -	71	Approved at the 7/13/2021

383-1-006-20220614	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Full-time classroom aides (4) in identified high need areas during academic years. (CHANGE REQUEST)	\$ 65,000	\$ 32,500	\$ 32,500	\$ -	\$ -	71	Change Request: previously approved for \$32,500 SFY 2021 and \$97,500 SFY 2022
383-1-007-20220614	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Part-time support staff (18) for Jump Start summer learning recovery program.	\$ 28,800	\$ 7,200	\$ 21,600	\$ -	\$ -	71	Approved at the 7/13/2021
383-1-008-20220614	Eligible	Direct Allocation	Instruction	Temporary Salaries for Non-Certified Staff	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional Student Supervision expenses for safe operations and physical distancing.	\$ 50,880	\$ 40,000	\$ 10,880	\$ -	\$ -	71	Approved at the 7/13/2021
383-1-009-20220614	Eligible	Direct Allocation	Instruction	Group Insurance	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Health Insurance benefits for individuals hired for instructional purposes to promote full operations and physical distancing.	\$ 161,486	\$ 38,496	\$ 61,495	\$ 61,495	\$ -	71	Approved at the 7/13/2021
383-1-010-20220614	Eligible	Direct Allocation	Instruction	Long-Term Disability Insurance	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Disability Insurance benefits for individuals hired for instructional purposes to promote full operations and physical distancing.	\$ 10,322	\$ 3,084	\$ 4,148	\$ 3,090	\$ -	71	Approved at the 7/13/2021
383-1-011-20220614	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	FICA benefits for individuals hired for instructional purposes to promote full operations and physical distancing.	\$ 131,606	\$ 39,314	\$ 52,893	\$ 39,399	\$ -	71	Approved at the 7/13/2021
383-1-012-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Unemployment benefits for individuals hired for instructional purposes to promote full operations and physical distancing.	\$ 3,441	\$ 1,028	\$ 1,383	\$ 1,030	\$ -	71	Approved at the 7/13/2021

383-1-013-20220614	Eligible	Direct Allocation	Instruction	Worker's Compensation	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Workers Compensation benefits for individuals hired for instructional purposes to promote full operations and physical distancing.	\$ 25,805	\$ 7,709	\$ 10,371	\$ 7,725	\$ -	71	Approved at the 7/13/2021
383-1-014-20220614	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Supplemental funding to offset lost revenue for Flint Hills Job Corp due to enrollment reductions caused by governmental regulations and travel restrictions.	\$ 220,000	\$ 170,000	\$ 50,000	\$ -	\$ -	71	Approved at the 7/13/2021
383-1-015-20220614	Eligible	Direct Allocation	Instruction	Instructional Services	12. Addressing learning loss among students, including vulnerable populations	Contract Services for instructional learning services for Jump Start summer learning recovery program. (Field trips and classroom guest presentations)	\$ 10,000	\$ 2,500	\$ 7,500	\$ -	\$ -	71	Approved at the 7/13/2021
383-1-016-20220614	Eligible	Direct Allocation	Instruction	Student Transportation Services	12. Addressing learning loss among students, including vulnerable populations	Transportation Services for students for Jump Start summer learning recovery program. Trips to and from base site and additional trips for enrichment learning experiences.	\$ 20,000	\$ 5,000	\$ 10,000	\$ 5,000	\$ -	71	Approved at the 7/13/2021
383-1-017-20220614	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Instructional supplies for Jump Start summer learning recovery program for 36 classrooms.	\$ 7,200	\$ 1,800	\$ 3,600	\$ 1,800	\$ -	71	Approved at the 7/13/2021
383-1-018-20220614	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	Software application license for individualized mathematics learning recovery activities to support in-person instruction for all elementary students.	\$ 268,896	\$ 268,896	\$ -	\$ -	\$ -	71	Approved at the 7/13/2021

383-1-019-20220614	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Ipads, cases, power cords and blocks to support 1:1 technology and full digital learning options for all students. 500 charging cords and blocks and 250 iPads/year.	\$ 415,000	\$ 207,500	\$ 207,500	\$ -	\$ -	71	Approved at the 7/13/2021
383-1-020-20220614	Eligible	Direct Allocation	Support Services - Instruction	Part-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Two Coordinators for Jump Start summer learning recovery program in 2021 and 2022.	\$ 7,200	\$ 1,800	\$ 3,600	\$ 1,800	\$ -	71	Approved at the 7/13/2021
383-1-021-20220614	Eligible	Direct Allocation	Support Services - Instruction	Long-Term Disability Insurance	12. Addressing learning loss among students, including vulnerable populations	Disability Insurance benefits for Jump Start program Coordinators.	\$ 44	\$ 22	\$ 22	\$ -	\$ -	71	Approved at the 7/13/2021
383-1-022-20220614	Eligible	Direct Allocation	Support Services - Instruction	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	FICA benefits for Jump Start program Coordinators.	\$ 550	\$ 275	\$ 275	\$ -	\$ -	71	Approved at the 7/13/2021
383-1-023-20220614	Eligible	Direct Allocation	Support Services - Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Unemployment benefits for Jump Start program Coordinators.	\$ 14	\$ 7	\$ 7	\$ -	\$ -	71	Approved at the 7/13/2021
383-1-024-20220614	Eligible	Direct Allocation	Support Services - Instruction	Worker's Compensation	12. Addressing learning loss among students, including vulnerable populations	Workers Compensation benefits for Jump Start program Coordinators.	\$ 108	\$ 54	\$ 54	\$ -	\$ -	71	Approved at the 7/13/2021

383-1-025-20220614	Eligible	Direct Allocation	Other Support Services - Central Services	Full-Time Non-Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Five additional classified summer support staff to collect, clean, organize and update iPads for subsequent academic year.	\$ 50,000	\$ 25,000	\$ 25,000	\$ -	\$ -	71	Approved at the 7/13/2021
383-1-026-20220614	Eligible	Direct Allocation	Other Support Services - Central Services	Group Insurance	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	Health Insurance benefits for individuals hired for summer support staff functions in IT Services.	\$ 15,000	\$ 7,500	\$ 7,500	\$ -	\$ -	71	Approved at the 7/13/2021
383-1-027-20220614	Eligible	Direct Allocation	Other Support Services - Central Services	Long-Term Disability Insurance	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	Disability benefits for individuals hired for summer support staff functions in IT Services.	\$ 300	\$ 150	\$ 150	\$ -	\$ -	71	Approved at the 7/13/2021

383-1-028-20220614	Eligible	Direct Allocation	Other Support Services - Central Services	FICA - Employer's Contribution	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	FICA benefits for individuals hired for summer support staff functions in IT Services.	\$ 3,826	\$ 1,913	\$ 1,913	\$ -	\$ -	71	Approved at the 7/13/2021
383-1-029-20220614	Eligible	Direct Allocation	Other Support Services - Central Services	Unemployment Compensation	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Unemployment benefits for individuals hired for summer support staff functions in IT Services.	\$ 100	\$ 50	\$ 50	\$ -	\$ -	71	Approved at the 7/13/2021
383-1-030-20220614	Eligible	Direct Allocation	Other Support Services - Central Services	Worker's Compensation	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Worker's Compensation benefits for individuals hired for summer support staff functions in IT Services.	\$ 750	\$ 375	\$ 375	\$ -	\$ -	71	Approved at the 7/13/2021
383-1-031-20220614	Eligible	Direct Allocation	Maintenance of Buildings	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	PPE and supplies for safe operations. Hand sanitizer, dispensing stations and additional PPE materials as needs present themselves.	\$ 85,000	\$ 42,500	\$ 42,500	\$ -	\$ -	71	Approved at the 7/13/2021

383-1-032-20220614	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	HVAC filters in dated systems to improve air quality. Primarily at our 9th grade attendance center, which is an older facility with dated air handling systems to maintain a safe environment for students and staff.	\$ 20,000	\$ 10,000	\$ 10,000	\$ -	\$ -	71	Approved at the 7/13/2021
383-1-033-20220614	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Pay for Classified Personnel (August-December 2021)-(CHANGE REQUEST-ADDITION FY 2022)	\$ 255,000	\$ -	\$ 255,000	\$ -	\$ -	71	New Line Item
383-1-034-20220614	Eligible	Direct Allocation	Instruction	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Health Benefits associated with Classified Retention Pay (August-December 2021)-(CHANGE REQUEST-ADDITION FY 2022)	\$ 21,000	\$ -	\$ 21,000	\$ -	\$ -	71	New Line Item
383-1-035-20220614	Eligible	Direct Allocation	Instruction	Long-Term Disability Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Disability Benefits associated with Classified Retention Pay (August - December 2021)-(CHANGE REQUEST-ADDITION FY 2022)	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	71	New Line Item
383-1-036-20220614	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security Benefits associated with Classified Retention Pay (August - December 2021)-(CHANGE REQUEST FY 2022)	\$ 21,000	\$ -	\$ 21,000	\$ -	\$ -	71	New Line Item
383-1-037-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment Benefits associated with Classified Retention Pay (August - December 2021)-(CHANGE REQUEST-ADDITION FY 2022)	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	71	New Line Item
383-1-038-20220614	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	Classified Support Staff Retention Pay Salaries (August - December 2021)-(CHANGE REQUEST-ADDITION FY 2022)	\$ 95,000	\$ -	\$ 95,000	\$ -	\$ -	71	New Line Item

383-1-039-20220614	Eligible	Direct Allocation	Support Services - Instruction	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Health Insurance Benefits-Classified Support Staff Retention Pay (August - December 2021)-(CHANGE REQUEST- ADDITION FY 2022)	\$ 7,500	\$ -	\$ 7,500	\$ -	\$ -	71	New Line Item
383-1-040-20220614	Eligible	Direct Allocation	Support Services - Instruction	Long-Term Disability Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Disability Insurance Benefits-Classified Support Staff Retention Pay (August - December 2021)-(CHANGE REQUEST-FY 2022)	\$ 500	\$ -	\$ 500	\$ -	\$ -	71	New Line Item
383-1-041-20220614	Eligible	Direct Allocation	Support Services - Instruction	FICA - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FICA Insurance Benefits-Classified Support Staff Retention Pay (August - December 2021)-(CHANGE REQUEST-FY 2022)	\$ 7,500	\$ -	\$ 7,500	\$ -	\$ -	71	New Line Item
383-1-042-20220614	Eligible	Direct Allocation	Support Services - Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment Compensation Benefits-Classified Support Staff Retention Pay (August - December 2021)-(CHANGE REQUEST-FY 2022)	\$ 500	\$ -	\$ 500	\$ -	\$ -	71	New Line Item
383-1-043-20220614	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Food Service Classified Staff Salaries-Retention Pay (August - December 2021)-(CHANGE REQUEST-FY 2022)	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ -	71	New Line Item
383-1-044-20220614	Eligible	Direct Allocation	Food Services Operations	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Health Insurance Benefits-Classified Food Service Staff Retention Pay (August - December 2021)-(CHANGE REQUEST-FY 2022)	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	71	New Line Item
383-1-045-20220614	Eligible	Direct Allocation	Food Services Operations	Long-Term Disability Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Disability Insurance Benefits-Classified Food Service Staff Retention Pay (August - December 2021)-(CHANGE REQUEST-FY 2022)	\$ 500	\$ -	\$ 500	\$ -	\$ -	71	New Line Item

383-1-046-20220614	Eligible	Direct Allocation	Food Services Operations	FICA - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FICA Insurance Benefits-Classified Food Service Staff Retention Pay (August - December 2021)-(CHANGE REQUEST-FY 2022)	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	71	New Line Item
383-1-047-20220614	Eligible	Direct Allocation	Food Services Operations	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment Compensation Benefits-Classified Food Service Staff Retention Pay (August - December 2021)-(CHANGE REQUEST-FY 2022)	\$ 500	\$ -	\$ 500	\$ -	\$ -	71	New Line Item
383-1-048-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention_Extra Duty Pay Licensed Personnel-(CHANGE REQUEST-FY 2022)	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	71	New Line Item
383-1-049-20220614	Eligible	Direct Allocation	Support Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention_Extra Duty Pay for Professional Support Staff-(CHANGE REQUEST-FY 2022)	\$ 40,000	\$ -	\$ 40,000	\$ -	\$ -	71	New Line Item
383-1-050-20220614	Eligible	Direct Allocation	Food Services Operations	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Pay Food Service Managerial Personnel-(CHANGE REQUEST-FY 2022)	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	71	New Line Item
383-1-001-20220614	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional elementary teaching staff (3.5 FTE) to maintain class size limitations and physical distancing. (CHANGE REQUEST-FY 2023)	\$ 247,500	\$ 67,500	\$ 180,000	\$ -	\$ -	71	Change Request: \$135,000 removed from SFY 2023
383-1-002-20220614	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional middle school teaching staff (3.0 FTE) to maintain class size limitations and physical distancing. (CHANGE REQUEST-FY 2023)	\$ 180,000	\$ 90,000	\$ 90,000	\$ -	\$ -	71	Change Request: \$90,000 removed from SFY 2023

383-1-003-20220614	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional middle school teaching staff (3.0 FTE) to maintain class size limitations and physical distancing. (CHANGE REQUEST-FY 2023)	\$ 180,000	\$ 90,000	\$ 90,000	\$ -	\$ -	71	Change Request: \$90,000 removed from SFY 2023
383-1-004-20220614	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	(CHANGE REQUEST-FY 2023)	\$ 360,000	\$ 180,000	\$ 180,000	\$ -	\$ -	71	Change Request: \$135,000 removed from SFY 2023
383-1-005-20220614	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Part-time certified salaries for Jump Start learning recovery summer program. Target of 40 additional staff/summer program.	\$ 144,000	\$ 36,000	\$ 108,000	\$ -	\$ -	71	Approved at the 7/13/2021
383-1-006-20220614	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Full-time classroom aides (4) in identified high need areas during academic years. (CHANGE REQUEST)	\$ 65,000	\$ 32,500	\$ 32,500	\$ -	\$ -	71	Change Request: previously approved for \$32,500 SFY 2021 and \$97,500 SFY 2022
383-1-007-20220614	Eligible	Direct Allocation	Instruction	Part-Time Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Part-time support staff (18) for Jump Start summer learning recovery program.	\$ 28,800	\$ 7,200	\$ 21,600	\$ -	\$ -	71	Approved at the 7/13/2021
383-1-008-20220614	Eligible	Direct Allocation	Instruction	Temporary Salaries for Non-Certified Staff	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Additional Student Supervision expenses for safe operations and physical distancing.	\$ 50,880	\$ 40,000	\$ 10,880	\$ -	\$ -	71	Approved at the 7/13/2021
383-1-009-20220614	Eligible	Direct Allocation	Instruction	Group Insurance	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Health Insurance benefits for individuals hired for instructional purposes to promote full operations and physical distancing.	\$ 161,486	\$ 38,496	\$ 61,495	\$ 61,495	\$ -	71	Approved at the 7/13/2021

383-1-010-20220614	Eligible	Direct Allocation	Instruction	Long-Term Disability Insurance	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Disability Insurance benefits for individuals hired for instructional purposes to promote full operations and physical distancing.	\$ 10,322	\$ 3,084	\$ 4,148	\$ 3,090	\$ -	71	Approved at the 7/13/2021
383-1-011-20220614	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	FICA benefits for individuals hired for instructional purposes to promote full operations and physical distancing.	\$ 131,606	\$ 39,314	\$ 52,893	\$ 39,399	\$ -	71	Approved at the 7/13/2021
383-1-012-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Unemployment benefits for individuals hired for instructional purposes to promote full operations and physical distancing.	\$ 3,441	\$ 1,028	\$ 1,383	\$ 1,030	\$ -	71	Approved at the 7/13/2021
383-1-013-20220614	Eligible	Direct Allocation	Instruction	Worker's Compensation	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	Workers Compensation benefits for individuals hired for instructional purposes to promote full operations and physical distancing.	\$ 25,805	\$ 7,709	\$ 10,371	\$ 7,725	\$ -	71	Approved at the 7/13/2021
383-1-014-20220614	Eligible	Direct Allocation	Instruction	Purchased Professional & Technical Services	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Supplemental funding to offset lost revenue for Flint Hills Job Corp due to enrollment reductions caused by governmental regulations and travel restrictions.	\$ 220,000	\$ 170,000	\$ 50,000	\$ -	\$ -	71	Approved at the 7/13/2021
383-1-015-20220614	Eligible	Direct Allocation	Instruction	Instructional Services	12. Addressing learning loss among students, including vulnerable populations	Contract Services for instructional learning services for Jump Start summer learning recovery program. (Field trips and classroom guest presentations)	\$ 10,000	\$ 2,500	\$ 7,500	\$ -	\$ -	71	Approved at the 7/13/2021
383-1-016-20220614	Eligible	Direct Allocation	Instruction	Student Transportation Services	12. Addressing learning loss among students, including vulnerable populations	Transportation Services for students for Jump Start summer learning recovery program. Trips to and from base site and additional trips for enrichment learning experiences.	\$ 20,000	\$ 5,000	\$ 10,000	\$ 5,000	\$ -	71	Approved at the 7/13/2021

383-1-017-20220614	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Instructional supplies for Jump Start summer learning recovery program for 36 classrooms.	\$ 7,200	\$ 1,800	\$ 3,600	\$ 1,800	\$ -	71	Approved at the 7/13/2021
383-1-018-20220614	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	Software application license for individualized mathematics learning recovery activities to support in-person instruction for all elementary students.	\$ 268,896	\$ 268,896	\$ -	\$ -	\$ -	71	Approved at the 7/13/2021
383-1-019-20220614	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Ipads, cases, power cords and blocks to support 1:1 technology and full digital learning options for all students. 500 charging cords and blocks and 250 iPads/year.	\$ 415,000	\$ 207,500	\$ 207,500	\$ -	\$ -	71	Approved at the 7/13/2021
383-1-020-20220614	Eligible	Direct Allocation	Support Services - Instruction	Part-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Two Coordinators for Jump Start summer learning recovery program in 2021 and 2022.	\$ 7,200	\$ 1,800	\$ 3,600	\$ 1,800	\$ -	71	Approved at the 7/13/2021
383-1-021-20220614	Eligible	Direct Allocation	Support Services - Instruction	Long-Term Disability Insurance	12. Addressing learning loss among students, including vulnerable populations	Disability Insurance benefits for Jump Start program Coordinators.	\$ 44	\$ 22	\$ 22	\$ -	\$ -	71	Approved at the 7/13/2021
383-1-022-20220614	Eligible	Direct Allocation	Support Services - Instruction	FICA - Employer's Contribution	12. Addressing learning loss among students, including vulnerable populations	FICA benefits for Jump Start program Coordinators.	\$ 550	\$ 275	\$ 275	\$ -	\$ -	71	Approved at the 7/13/2021

383-1-023-20220614	Eligible	Direct Allocation	Support Services - Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Unemployment benefits for Jump Start program Coordinators.	\$ 14	\$ 7	\$ 7	\$ -	\$ -	71	Approved at the 7/13/2021
383-1-024-20220614	Eligible	Direct Allocation	Support Services - Instruction	Worker's Compensation	12. Addressing learning loss among students, including vulnerable populations	Workers Compensation benefits for Jump Start program Coordinators.	\$ 108	\$ 54	\$ 54	\$ -	\$ -	71	Approved at the 7/13/2021
383-1-025-20220614	Eligible	Direct Allocation	Other Support Services - Central Services	Full-Time Non-Certified Salaries	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Five additional classified summer support staff to collect, clean, organize and update iPads for subsequent academic year.	\$ 50,000	\$ 25,000	\$ 25,000	\$ -	\$ -	71	Approved at the 7/13/2021
383-1-026-20220614	Eligible	Direct Allocation	Other Support Services - Central Services	Group Insurance	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	Health Insurance benefits for individuals hired for summer support staff functions in IT Services.	\$ 15,000	\$ 7,500	\$ 7,500	\$ -	\$ -	71	Approved at the 7/13/2021

383-1-027-20220614	Eligible	Direct Allocation	Other Support Services - Central Services	Long-Term Disability Insurance	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	Disability benefits for individuals hired for summer support staff functions in IT Services.	\$ 300	\$ 150	\$ 150	\$ -	\$ -	71	Approved at the 7/13/2021
383-1-028-20220614	Eligible	Direct Allocation	Other Support Services - Central Services	FICA - Employer's Contribution	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	FICA benefits for individuals hired for summer support staff functions in IT Services.	\$ 3,826	\$ 1,913	\$ 1,913	\$ -	\$ -	71	Approved at the 7/13/2021
383-1-029-20220614	Eligible	Direct Allocation	Other Support Services - Central Services	Unemployment Compensation	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Unemployment benefits for individuals hired for summer support staff functions in IT Services.	\$ 100	\$ 50	\$ 50	\$ -	\$ -	71	Approved at the 7/13/2021

383-1-030-20220614	Eligible	Direct Allocation	Other Support Services - Central Services	Worker's Compensation	8. Planning for and coordinating during long-term closures, including on how to provide meals, technology for online learning, guidance for carrying out IDEA requirements, and providing educational services consistent with applicable requirements	Worker's Compensation benefits for individuals hired for summer support staff functions in IT Services.	\$ 750	\$ 375	\$ 375	\$ -	\$ -	71	Approved at the 7/13/2021
383-1-031-20220614	Eligible	Direct Allocation	Maintenance of Buildings	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	PPE and supplies for safe operations. Hand sanitizer, dispensing stations and additional PPE materials as needs present themselves.	\$ 85,000	\$ 42,500	\$ 42,500	\$ -	\$ -	71	Approved at the 7/13/2021
383-1-032-20220614	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	HVAC filters in dated systems to improve air quality. Primarily at our 9th grade attendance center, which is an older facility with dated air handling systems to maintain a safe environment for students and staff.	\$ 20,000	\$ 10,000	\$ 10,000	\$ -	\$ -	71	Approved at the 7/13/2021
383-1-033-20220614	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Pay for Classified Personnel (August-December 2021)-(CHANGE REQUEST-ADDITION FY 2022)	\$ 255,000	\$ -	\$ 255,000	\$ -	\$ -	71	New Line Item
383-1-034-20220614	Eligible	Direct Allocation	Instruction	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Health Benefits associated with Classified Retention Pay (August-December 2021)-(CHANGE REQUEST-ADDITION FY 2022)	\$ 21,000	\$ -	\$ 21,000	\$ -	\$ -	71	New Line Item
383-1-035-20220614	Eligible	Direct Allocation	Instruction	Long-Term Disability Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Disability Benefits associated with Classified Retention Pay (August - December 2021)-(CHANGE REQUEST-ADDITION FY 2022)	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	71	New Line Item

383-1-036-20220614	Eligible	Direct Allocation	Instructor	FICA - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security Benefits associated with Classified Retention Pay (August - December 2021)-(CHANGE REQUEST FY 2022)	\$ 21,000	\$ -	\$ 21,000	\$ -	\$ -	71	New Line Item
383-1-037-20220614	Eligible	Direct Allocation	Instructor	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment Benefits associated with Classified Retention Pay (August - December 2021)-(CHANGE REQUEST- ADDITION FY 2022)	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	71	New Line Item
383-1-038-20220614	Eligible	Direct Allocation	Support Services - Instructor	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Classified Support Staff Retention Pay Salaries (August - December 2021)-(CHANGE REQUEST-ADDITION FY 2022)	\$ 95,000	\$ -	\$ 95,000	\$ -	\$ -	71	New Line Item
383-1-039-20220614	Eligible	Direct Allocation	Support Services - Instructor	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Health Insurance Benefits-Classified Support Staff Retention Pay (August - December 2021)-(CHANGE REQUEST- ADDITION FY 2022)	\$ 7,500	\$ -	\$ 7,500	\$ -	\$ -	71	New Line Item
383-1-040-20220614	Eligible	Direct Allocation	Support Services - Instructor	Long-Term Disability Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Disability Insurance Benefits-Classified Support Staff Retention Pay (August - December 2021)-(CHANGE REQUEST-FY 2022)	\$ 500	\$ -	\$ 500	\$ -	\$ -	71	New Line Item
383-1-041-20220614	Eligible	Direct Allocation	Support Services - Instructor	FICA - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FICA Insurance Benefits-Classified Support Staff Retention Pay (August - December 2021)-(CHANGE REQUEST-FY 2022)	\$ 7,500	\$ -	\$ 7,500	\$ -	\$ -	71	New Line Item
383-1-042-20220614	Eligible	Direct Allocation	Support Services - Instructor	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment Compensation Benefits-Classified Support Staff Retention Pay (August - December 2021)-(CHANGE REQUEST-FY 2022)	\$ 500	\$ -	\$ 500	\$ -	\$ -	71	New Line Item

383-1-043-20220614	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Food Service Classified Staff Salaries-Retention Pay (August - December 2021)-(CHANGE REQUEST-FY 2022)	\$ 35,000	\$ -	\$ 35,000	\$ -	\$ -	71	New Line Item
383-1-044-20220614	Eligible	Direct Allocation	Food Services Operations	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Health Insurance Benefits-Classified Food Service Staff Retention Pay (August - December 2021)-(CHANGE REQUEST-FY 2022)	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	71	New Line Item
383-1-045-20220614	Eligible	Direct Allocation	Food Services Operations	Long-Term Disability Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Disability Insurance Benefits-Classified Food Service Staff Retention Pay (August - December 2021)-(CHANGE REQUEST-FY 2022)	\$ 500	\$ -	\$ 500	\$ -	\$ -	71	New Line Item
383-1-046-20220614	Eligible	Direct Allocation	Food Services Operations	FICA - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FICA Insurance Benefits-Classified Food Service Staff Retention Pay (August - December 2021)-(CHANGE REQUEST-FY 2022)	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	71	New Line Item
383-1-047-20220614	Eligible	Direct Allocation	Food Services Operations	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment Compensation Benefits-Classified Food Service Staff Retention Pay (August - December 2021)-(CHANGE REQUEST-FY 2022)	\$ 500	\$ -	\$ 500	\$ -	\$ -	71	New Line Item
383-1-048-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention_Extra Duty Pay Licensed Personnel-(CHANGE REQUEST-FY 2022)	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	71	New Line Item
383-1-049-20220614	Eligible	Direct Allocation	Support Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention_Extra Duty Pay for Professional Support Staff-(CHANGE REQUEST-FY 2022)	\$ 40,000	\$ -	\$ 40,000	\$ -	\$ -	71	New Line Item

383-1-050-20220614	Eligible	Direct Allocation	Food Services Operations	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Retention Pay Food Service Managerial Personnel-(CHANGE REQUEST-FY 2022)	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	71	New Line Item
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**Kansas CommonApp (2020)**

3124-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



JxlROqrX

# 388\_Ellis\_ESSER II Plan\_Change

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Applicant details

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

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

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

**Applicant / Entity Name** | USD 388

**Applicant / Mailing Address**

1011 Washington St.  
PO Box 256  
Ellis, KS 67637

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Corey Burton

**Applicant / Email Address of Owner, CEO, or Executive Director** | cburton@usd388.com

**Applicant / Phone Number** | 17857264281

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)** | 48-0726135

**Applicant / Website Address (if applicable)** | <http://www.usd388.k12.ks.us/>

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## Application details

Full District Name	Ellis USD 388
District Number	388
Mailing Address   Street Address	1011 Washington St
Mailing   City	Ellis
Mailing Address   Zip Code	67637
Authorized Representative of the District   Name	Corey Burton
Authorized Representative of the District   Position or Title	Superintendent
Authorized Representative of the District   Email Address	cburton@usd388.com
Authorized Representative of the District   Phone Number	+17857264281
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	cwaldschmidt@usd388.k12.ks.us

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 the pandemic started in March of 2020 and schools moved to remote learning, students, parents, staff and others were scrambling to finish the school year. Our district did see some academic loss because some students struggled to learn remotely during this time. Our grade school AIMS Web math scores indicated an overall decline in math skills. Our mean scores for each of our classes fell in both the fall and winter assessments in all grades except one. At the junior and senior high school level, we have seen larger groups of students falling behind and failing classes. Many of these students were quarantined and fell behind while being required to do remote learning. We have seen an increase in social-emotional needs throughout our district during this school year. Stress is a reality for many. We employ two full time counselors in our small district to help focus on these student and family needs. Depression and anxiety have increased for many of our students and so our focus will remain there. We have seen an effect on those students' academics decreasing and therefore we will need to keep classroom loads small to allow for small group activities as well as one-on-one work. As a small school district all of our students, including special education students, have been impacted and we are addressing those needs as well. We are looking to update out HVAC system at the grade school to allow for fresh air to be mechanically brought into the building.

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 district will be using ESSER II funds to purchase updated math curriculum at the grade school to help address student's learning loss as indicated in our AIMS Web scores. This curriculum purchase will include additional staff training and access to online materials to assist staff in reaching students who face future quarantines. The online materials will also serve as a classroom resource to help students build skills and fill learning gaps. We will be using ESSER II funds to help keep class sizes small at the grade school level to allow for more one-on-one instruction and continued social distancing within the classrooms. As a district, our student population has been dropping. Based on school guidelines of splitting classes over 29 students, we should NOT be splitting some of our elementary classes. With these funds we could split classes of 23, 24, and

26. At this time, it is in the student's best interest if we continue to split these classes next year. If funds allow, in the following years we may use a portion of our ESSER II funds to improve the fresh air make-up at our grade school. We will continue these class splits into the 22-23 school year. We are also purchasing updated 7-12 math curriculum. Our overall district math scores for students scoring at level 1 has gone from 19.32% in 18-19 to 22.34% in 20-21. In the area of Students with Disabilities this change is even more drastic. Students with Disabilities scoring at level 1 has gone from 42.85% in 18-19 to 61.53% in 20-21.

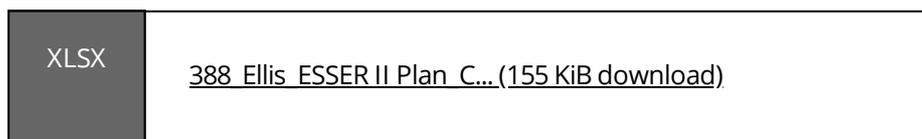
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will continue to monitor our local assessments, AIMS Web results, Star results, and state assessments in our elementary building, and more specifically, the grade levels where we were able to keep two sections instead of dropping to one. This will allow us to track the progress of our students to see gains. We will continue to monitor local assessments, AIMS web, state assessments, and our graduation rate at our jr/sr high school to track program progress. We will continue to monitor student and staff social emotional health through surveys and programs. For our new 7-12 math curriculum we will continue to monitor state assessment and ACT scores.

### Notes on ESSER II application Excel template:

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

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



## Local Education Agency (LEA) Assurances

### Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

(e) Other records to facilitate an effective audit.

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

## Certification

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

Electronic Signature

| Corey Burton

Date

| 05/17/2022

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

USD	District Name	Data as of
388	Ellis	6/13/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
388-1-001-20220614	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	We are purchasing a new K-6 math curriculum (Houghton Mifflin Harcourt, Into Math K-6 with Waggle) to help us address learning loss that occurred over the past year. Our AimsWeb 2nd-6th grade mean class scores dropped in all grade levels but third grade in both the Fall and Winter assessments. This purchase includes online access to assist students who may need to be in remote learning, supplemental online learning that helps individual students improve their math skills, and professional development coaching sessions for staff.	\$ 55,152	\$ 55,152	\$ -	\$ -	\$ -	55	Approved at the 5/11/2021 State Board Meeting
388-1-002-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Change Request: We will be using ESSER II funds to help keep class sizes small at the grade school level to allow for more one-on-one instruction and continued social distancing within the classrooms. With the learning loss in math and social & emotional challenges students have faced this past year, we believe it is in our best interest to keep class sizes small. As a district, our overall student population has been dropping. Based on school guidelines of splitting classes over 29 students, we should NOT be splitting many of our elementary classes. With these funds we could split classes of 23, 24, and 26. We are requesting funds to support the teacher's salary in one of these three class splits. The district will cover the other two. We will continue this intervention into the 22-23 school year.	\$ 100,000	\$ -	\$ 50,000	\$ 50,000	\$ -	7	Change Request: Previously approved for \$50,000 SFY 2022

388-1-003-20220614	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	New Line Item: We are purchasing a new 7-12 math curriculum to help us address learning loss that occurred over the past two year. Our overall district math scores for students scoring at level 1 has gone from 19.32% in 18-19 to 22.34% in 20-21. In the area of Students with Disabilities this change is even more drastic. Students with Disabilities scoring at level 1 has gone from 42.85% in 18-19 to 61.53% in 20-21. This purchase includes digital student resources.	\$ 31,684	\$ -	\$ 31,684	\$ -	\$ -	55	New Line Item
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**Kansas CommonApp (2020)**

2670-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



KEJDGVaN

# 394\_Rose Hill\_ESSER II Change\_012822

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Applicant details

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

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

<b>Select an Applicant Type</b>	Unified School District
<b>Applicant / Entity Name</b>	USD 394 Rose Hill Schools
<b>Applicant / Mailing Address</b>	
104 N Rose Hill Rd   Rose Hill, KS 67133	
<b>Applicant / First and Last Name of Owner, CEO, or Executive Director</b>	Sabrina Dunkin
<b>Applicant / Email Address of Owner, CEO, or Executive Director</b>	sdunkin@usd394.com
<b>Applicant / Phone Number</b>	3167763300

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.)

<b>Applicant / Federal EIN (if applicable)</b>	48-0966028
<b>Applicant / Website Address (if applicable)</b>	www.usd394.com

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## Application details

Full District Name	Rose Hill Unified School District No 394
District Number	394
Mailing Address   Street Address	104 N ROSE HILL RD
Mailing   City	ROSE HILL
Mailing Address   Zip Code	67133
Authorized Representative of the District   Name	Sabrina Dunkin
Authorized Representative of the District   Position or Title	Director of Finance
Authorized Representative of the District   Email Address	sdunkin@usd394.com
Authorized Representative of the District   Phone Number	+13167763300
Would you like to additional district representatives to the application?	Yes
Other District Representative 1   Email Address	rchickadonz@usd394.com
Other District Representative 2   Email Address	jmcpherron@usd394.com

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

The majority of students were able to attend school in-person. A group of families identified health fragile home situations and chose to attend remotely. They had no social interaction with their peers while learning at home.

Reading and math instruction was negatively impacted. The MTSS intervention model of small group instruction across the grade levels was discontinued to avoid mixing students. The interventions were delivered within the instructional day. In an effort to maintain safe distancing, the interventionists met with smaller groups of students. As a result, fewer students received less intervention time over the course of the school year.

All 3-12 groups declined in math state assessments (levels 3 and 4) from 2019 to 2021. The total student population declined 2% in ELA and 7% in math.

The group most negatively impacted was ELL. The ELL population had the most significant decline in ELA state assessment scores from 2019 to 2021, falling from 27% to 8%. Fifteen 3rd -12th grade ESOL students receive services.

Local data indicates that our special education population was negatively impacted with 26% of 275 PreK-12 grade SPED students scoring below benchmark on FastBridge reading and math assessments.

The district plans to use ESSER funds for summer school 2022-2024. ELA, Math, and SEL lessons will be taught by licensed teachers with the support of paras. To ensure that the needs of our special population deficits are addressed, there will also be ESOL certified teachers and special education teachers hired to work with these groups.

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's Direct Allocation of ESSER II money has been focused on learning loss and the social emotional needs of our students this year. That has included hiring an administrator to over see the learning loss efforts, a social emotional coordinator and para educator, and testing software to identify those with needs. Some of our funding has gone toward the training of staff to use that testing platform so we can assure that it is being utilized to its fullest benefit for our students. Covid has created an even more important need to increase the communication with our parents, students, and staff, therefore we used this funding to bolster the ability to disseminate information with a different communication service. Covid related sub costs have been unavoidable, we have added some of that as reimbursable cost as well.

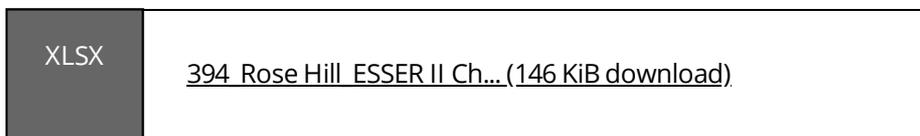
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

We will continue to use the testing that this funding has provided us to gauge the improvements achieved by our additional efforts.

### **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 | Sabrina Dunkin

Date | 01/28/2022

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

USD	District Na	Data as of
394	Rose Hill P	6/28/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
394-1-001-20220712	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary - Change Request	\$ 12,705	\$ 12,705	\$ -	\$ -	\$ -	77144	Change Request: previously approved for \$13,593 SFY 2021
394-1-002-20220712	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary - Change Request	\$ 13,301	\$ 13,301	\$ -	\$ -	\$ -	77145	Change Request: previously approved for \$13,593 SFY 2021
394-1-003-20220712	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary - Change Request	\$ 13,301	\$ 13,301	\$ -	\$ -	\$ -	77146	Change Request: previously approved for \$13,593 SFY 2021
394-1-004-20220712	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary - Change Request	\$ 13,301	\$ 13,301	\$ -	\$ -	\$ -	77147	Change Request: previously approved for \$13,593 SFY 2021
394-1-005-20220712	Eligible	Direct Allocation	Counseling Services	Social Security Contributions	10. Providing mental health services and supports	Social Emotional Counselor FICA	\$ 4,160	\$ 4,160	\$ -	\$ -	\$ -	77178	Approved at the 5/11/2021 State Board Meeting
394-1-006-20220712	Eligible	Direct Allocation	Support Services - School Administration	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	Student absence reporting/recording software	\$ 700	\$ 700	\$ -	\$ -	\$ -	77201	Approved at the 5/11/2021 State Board Meeting

394-1-007-20220712	Eligible	Direct Allocation	Support Services - School Administration	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	Student absence reporting/recording software	\$ 700	\$ 700	\$ -	\$ -	\$ -	77202	Approved at the 5/11/2021 State Board Meeting
394-1-008-20220712	Eligible	Direct Allocation	Support Services - School Administration	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	Student absence reporting/recording software	\$ 700	\$ 700	\$ -	\$ -	\$ -	77203	Approved at the 5/11/2021 State Board Meeting
394-1-009-20220712	Eligible	Direct Allocation	Support Services - School Administration	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	Student absence reporting/recording software	\$ 700	\$ 700	\$ -	\$ -	\$ -	77204	Approved at the 5/11/2021 State Board Meeting
394-1-010-20220712	Eligible	Direct Allocation	Instruction	Other Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Devices to help with remote learning - Change Request	\$ 3,084	\$ 3,084	\$ -	\$ -	\$ -	77216	Change Request: previously approved for \$7,695.11 SFY 2021
394-1-011-20220712	Eligible	Direct Allocation	Instruction	Other Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Devices to help with remote learning - Change Request	\$ 2,613	\$ 2,613	\$ -	\$ -	\$ -	77217	Change Request: previously approved for \$7,683.60 SFY 2022

394-1-012-20220712	Eligible	Direct Allocation	Instruction	Other Equipment	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Devices to help with remote learning - Change Request	\$ 1,327	\$ 1,327	\$ -	\$ -	\$ -	77219	Change Request: previously approved for \$7,500 SFY 2021
394-1-013-20220712	Eligible	Direct Allocation	Food Services Operations	Miscellaneous Supplies	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	Locking mailbox for food service records collection without cross contamination between the staff of each kitchen.	\$ 40	\$ 40	\$ -	\$ -	\$ -	77416	Approved at the 5/11/2021 State Board Meeting
394-1-014-20220712	Eligible	Direct Allocation	Food Services Operations	Miscellaneous Supplies	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	Locking mailbox for food service records collection without cross contamination between the staff of each kitchen.	\$ 40	\$ 40	\$ -	\$ -	\$ -	77417	Approved at the 5/11/2021 State Board Meeting
394-1-015-20220712	Eligible	Direct Allocation	Food Services Operations	Miscellaneous Supplies	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	Locking mailbox for food service records collection without cross contamination between the staff of each kitchen.	\$ 40	\$ 40	\$ -	\$ -	\$ -	77418	Approved at the 5/11/2021 State Board Meeting
394-1-016-20220712	Eligible	Direct Allocation	Support Services (Students)	Property	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	Recovery couch for covid isolation rooms to decrease the potential of virus transmission.	\$ 480	\$ 480	\$ -	\$ -	\$ -	77570	Approved at the 5/11/2021 State Board Meeting

394-1-017-20220712	Eligible	Direct Allocation	Support Services (Students)	Property	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	Recovery couch for covid isolation rooms to decrease the potential of virus transmission.	\$ 480	\$ 480	\$ -	\$ -	\$ -	77571	Approved at the 5/11/2021 State Board Meeting
394-1-018-20220712	Eligible	Direct Allocation	Support Services (Students)	Property	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	Recovery couch for covid isolation rooms to decrease the potential of virus transmission.	\$ 480	\$ 480	\$ -	\$ -	\$ -	77572	Approved at the 5/11/2021 State Board Meeting
394-1-019-20220712	Eligible	Direct Allocation	Support Services (Students)	Property	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	Recovery couch for covid isolation rooms to decrease the potential of virus transmission.	\$ 480	\$ 480	\$ -	\$ -	\$ -	77573	Approved at the 5/11/2021 State Board Meeting
394-1-020-20220712	Eligible	Direct Allocation	Other Support Services- School Administration	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Adding an administrator to focus on learning recovery due to any loss suffered during covid.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	77132	Approved at the 5/11/2021 State Board Meeting
394-1-021-20220712	Eligible	Direct Allocation	Other Support Services- School Administration	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Adding an administrator to focus on learning recovery due to any loss suffered during covid.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	77133	Approved at the 5/11/2021 State Board Meeting

394-1-022-20220712	Eligible	Direct Allocation	Other Support Services-School Administration	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Adding an administrator to focus on learning recovery due to any loss suffered during covid.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	77134	Approved at the 5/11/2021 State Board Meeting
394-1-023-20220712	Eligible	Direct Allocation	Other Support Services-School Administration	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Adding an administrator to focus on learning recovery due to any loss suffered during covid.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	77135	Approved at the 5/11/2021 State Board Meeting
394-1-024-20220712	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary - Change Request	\$ 14,200	\$ -	\$ 14,200	\$ -	\$ -	77144	Change Request: previously approved for \$13,750 SFY 2022
394-1-025-20220712	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary - Change Request	\$ 14,200	\$ -	\$ 14,200	\$ -	\$ -	77145	Change Request: previously approved for \$13,750 SFY 2022
394-1-026-20220712	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary - Change Request	\$ 14,200	\$ -	\$ 14,200	\$ -	\$ -	77146	Change Request: previously approved for \$13,750 SFY 2022
394-1-027-20220712	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary - Change Request	\$ 14,200	\$ -	\$ 14,200	\$ -	\$ -	77147	Change Request: previously approved for \$13,750 SFY 2022
394-1-028-20220712	Eligible	Direct Allocation	Counseling Services	Full-Time Non-Certified Salaries	10. Providing mental health services and supports	Social Emotional Para Salary	\$ 3,625	\$ -	\$ 3,625	\$ -	\$ -	77154	Approved at the 5/11/2021 State Board Meeting
394-1-029-20220712	Eligible	Direct Allocation	Counseling Services	Full-Time Non-Certified Salaries	10. Providing mental health services and supports	Social Emotional Para Salary	\$ 3,625	\$ -	\$ 3,625	\$ -	\$ -	77155	Approved at the 5/11/2021 State Board Meeting
394-1-030-20220712	Eligible	Direct Allocation	Counseling Services	Full-Time Non-Certified Salaries	10. Providing mental health services and supports	Social Emotional Para Salary	\$ 3,625	\$ -	\$ 3,625	\$ -	\$ -	77156	Approved at the 5/11/2021 State Board Meeting

394-1-031-20220712	Eligible	Direct Allocation	Counseling Services	Full-Time Non-Certified Salaries	10. Providing mental health services and supports	Social Emotional Para Salary	\$ 3,625	\$ -	\$ 3,625	\$ -	\$ -	77157	Approved at the 5/11/2021 State Board Meeting
394-1-032-20220712	Eligible	Direct Allocation	Other Support Services-School Administration	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	FICA ADMIN	\$ 4,590	\$ -	\$ 4,590	\$ -	\$ -	77174	Approved at the 5/11/2021 State Board Meeting
394-1-033-20220712	Eligible	Direct Allocation	Counseling Services	Social Security Contributions	10. Providing mental health services and supports	FICA SEL COUNSELOR - Change Request	\$ 4,345	\$ -	\$ 4,345	\$ -	\$ -	77178	Change Request: previously approved for \$4,207.50 SFY 2022
394-1-034-20220712	Eligible	Direct Allocation	Counseling Services	Social Security Contributions	10. Providing mental health services and supports	FICA SEL PARA	\$ 1,109	\$ -	\$ 1,109	\$ -	\$ -	77182	Approved at the 5/11/2021 State Board Meeting
394-1-035-20220712	Eligible	Direct Allocation	Instruction	Student Services	10. Providing mental health services and supports	Diagnostic Screener - Change Request	\$ 5,856	\$ -	\$ 5,856	\$ -	\$ -	77590	Change Request: Previously approved for \$3,750 SFY 2022
394-1-036-20220712	Eligible	Direct Allocation	Instruction	Student Services	10. Providing mental health services and supports	Diagnostic Screener - Change Request	\$ 5,856	\$ -	\$ 5,856	\$ -	\$ -	77591	Change Request: Previously approved for \$3,750 SFY 2022
394-1-037-20220712	Eligible	Direct Allocation	Instruction	Student Services	10. Providing mental health services and supports	Diagnostic Screener - Change Request	\$ 4,419	\$ -	\$ 4,419	\$ -	\$ -	77592	Change Request: Previously approved for \$3,750 SFY 2022
394-1-038-20220712	Eligible	Direct Allocation	Instruction	Student Services	10. Providing mental health services and supports	Diagnostic Screener - Change Request	\$ 4,419	\$ -	\$ 4,419	\$ -	\$ -	77593	Change Request: Previously approved for \$3,750 SFY 2022
394-1-039-20220712	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Adding an instructional position to focus on learning recovery due to any loss suffered during covid.	\$ 13,906	\$ -	\$ -	\$ 13,906	\$ -	77136	Approved at the 5/11/2021 State Board Meeting

394-1-040-20220712	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Adding an instructional position to focus on learning recovery due to any loss suffered during covid.	\$ 13,906	\$ -	\$ -	\$ 13,906	\$ -	77137	Approved at the 5/11/2021 State Board Meeting
394-1-041-20220712	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Adding an instructional position to focus on learning recovery due to any loss suffered during covid.	\$ 13,906	\$ -	\$ -	\$ 13,906	\$ -	77138	Approved at the 5/11/2021 State Board Meeting
394-1-042-20220712	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Adding an instructional position to focus on learning recovery due to any loss suffered during covid.	\$ 13,906	\$ -	\$ -	\$ 13,906	\$ -	77139	Approved at the 5/11/2021 State Board Meeting
394-1-043-20220712	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary - Change Request	\$ 15,000	\$ -	\$ -	\$ 15,000	\$ -	77144	Change Request: Previously approved for \$3,906.25 SFY 2023
394-1-044-20220712	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary - Change Request	\$ 15,000	\$ -	\$ -	\$ 15,000	\$ -	77145	Change Request: Previously approved for \$3,906.25 SFY 2023
394-1-045-20220712	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary - Change Request	\$ 15,000	\$ -	\$ -	\$ 15,000	\$ -	77146	Change Request: Previously approved for \$3,906.25 SFY 2023
394-1-046-20220712	Eligible	Direct Allocation	Counseling Services	Full-Time Certified Salaries	10. Providing mental health services and supports	Social Emotional Counselor Salary - Change Request	\$ 15,000	\$ -	\$ -	\$ 15,000	\$ -	77147	Change Request: Previously approved for \$3,906.25 SFY 2023
394-1-047-20220712	Eligible	Direct Allocation	Counseling Services	Full-Time Non-Certified Salaries	10. Providing mental health services and supports	Social Emotional Para Salary	\$ 3,625	\$ -	\$ -	\$ 3,625	\$ -	77154	Approved at the 5/11/2021 State Board Meeting
394-1-048-20220712	Eligible	Direct Allocation	Counseling Services	Full-Time Non-Certified Salaries	10. Providing mental health services and supports	Social Emotional Para Salary	\$ 3,625	\$ -	\$ -	\$ 3,625	\$ -	77155	Approved at the 5/11/2021 State Board Meeting
394-1-049-20220712	Eligible	Direct Allocation	Counseling Services	Full-Time Non-Certified Salaries	10. Providing mental health services and supports	Social Emotional Para Salary	\$ 3,625	\$ -	\$ -	\$ 3,625	\$ -	77156	Approved at the 5/11/2021 State Board Meeting

394-1-050-20220712	Eligible	Direct Allocation	Counseling Services	Full-Time Non-Certified Salaries	10. Providing mental health services and supports	Social Emotional Para Salary	\$ 3,625	\$ -	\$ -	\$ 3,625	\$ -	77157	Approved at the 5/11/2021 State Board Meeting
394-1-051-20220712	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	FICA INSTRUCTIONAL	\$ 4,255	\$ -	\$ -	\$ 4,255	\$ -	77170	Approved at the 5/11/2021 State Board Meeting
394-1-052-20220712	Eligible	Direct Allocation	Counseling Services	Social Security Contributions	10. Providing mental health services and supports	FICA SEL COUNSELOR - Change Request	\$ 4,590	\$ -	\$ -	\$ 4,590	\$ -	77178	Change Request: Previously approved for \$4,255.31 SFY 2023
394-1-053-20220712	Eligible	Direct Allocation	Counseling Services	Social Security Contributions	10. Providing mental health services and supports	FICA SEL PARA	\$ 1,109	\$ -	\$ -	\$ 1,109	\$ -	77182	Approved at the 5/11/2021 State Board Meeting
394-1-054-20220712	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	FastBridge Training - Change Request	\$ 425	\$ -	\$ 425	\$ -	\$ -	77620	New Line Item
394-1-055-20220712	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	FastBridge Training - Change Request	\$ 550	\$ -	\$ 550	\$ -	\$ -	77621	New Line Item
394-1-056-20220712	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	FastBridge Training - Change Request	\$ 100	\$ -	\$ 100	\$ -	\$ -	77622	New Line Item
394-1-057-20220712	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	FastBridge Training - Change Request	\$ 100	\$ -	\$ 100	\$ -	\$ -	77623	New Line Item

394-1-058-20220712	Eligible	Direct Allocation	Instructional Staff Training Services	Staff Travel	12. Addressing learning loss among students, including vulnerable populations	FastBridge Training - Change Request	\$ 1,794	\$ -	\$ 1,794	\$ -	\$ -	77630	New Line Item
394-1-059-20220712	Eligible	Direct Allocation	Instructional Staff Training Services	Staff Travel	12. Addressing learning loss among students, including vulnerable populations	FastBridge Training - Change Request	\$ 897	\$ -	\$ 897	\$ -	\$ -	77631	New Line Item
394-1-060-20220712	Eligible	Direct Allocation	Instructional Staff Training Services	Staff Travel	12. Addressing learning loss among students, including vulnerable populations	FastBridge Training - Change Request	\$ 1,794	\$ -	\$ 1,794	\$ -	\$ -	77632	New Line Item
394-1-061-20220712	Eligible	Direct Allocation	Instructional Staff Training Services	Staff Travel	12. Addressing learning loss among students, including vulnerable populations	FastBridge Training - Change Request	\$ 1,794	\$ -	\$ 1,794	\$ -	\$ -	77633	New Line Item
394-1-062-20220712	Eligible	Direct Allocation	Instructional Staff Training Services	Staff Travel	12. Addressing learning loss among students, including vulnerable populations	FastBridge Training - Change Request	\$ 1,794	\$ -	\$ 1,794	\$ -	\$ -	77634	New Line Item
394-1-063-20220712	Eligible	Direct Allocation	Support Services - Instruction	Other Technical Services	2. Coordination of COVID-19 preparedness and response efforts	Swift K-12 notification services to better communicate with the school population, staff, students, and parents alike. - Change Request	\$ 4,625	\$ -	\$ 4,625	\$ -	\$ -	77501	New Line Item; Applicant responded via email: This is Swift K-12, it is a communication software that was need for the ease of information distribution during the trying covid environment with daily updates that needed to be pushed out to the pollution.
394-1-064-20220712	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Covid related substitute expenses. - Change Request	\$ 3,151	\$ -	\$ 3,151	\$ -	\$ -	77130	New Line Item

394-1-065-20220712	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Covid related substitute expenses. - Change Request	\$ 242	\$ -	\$ 242	\$ -	\$ -	77186	New Line Item
394-1-066-20220712	Eligible	Direct Allocation	Support Services - School Administration	Miscellaneous Supplies	12. Addressing learning loss among students, including vulnerable populations	Supplies for Learning recovery admin - Change Request	\$ 260	\$ -	\$ 260	\$ -	\$ -	77222	New Line Item; Applicant responded via email: Active Calming Center & A Little spot of Emotions boxed set as resources for our Social Emotional Coordinator.
394-1-067-20220712	Eligible	Direct Allocation	Instruction	Official/Administrative Services	12. Addressing learning loss among students, including vulnerable populations	Supplies for Social Emotional Learning Coordinator - Change Request	\$ 1,111	\$ -	\$ 1,111	\$ -	\$ -	77371	New Line Item; Applicant responded via email: Sets of Uppercase & Lowercase Letters to aide in our Learning Loss Interventions.
394-1-068-20220712	Eligible	Direct Allocation	Support Services - School Administration	Other Employee Benefits	12. Addressing learning loss among students, including vulnerable populations	Benefits for learning recovery admin - Change Request	\$ 840	\$ -	\$ 840	\$ -	\$ -	77169	New Line Item

**Kansas CommonApp (2020)**

3123-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



mWxmBnwG

# 398\_PeabodyBurns\_ESSERII Plan Application Change May 16

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Applicant details

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

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

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

**Applicant / Entity Name** | USD 398 Peabody-Burns

**Applicant / Mailing Address**

506 Elm Street  
Peabody, KS 66866

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

**Applicant / Email Address of Owner, CEO, or Executive Director** | lhodges@usd398.com

**Applicant / Phone Number** | 620-983-2198

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)** | 480697987

**Applicant / Website Address (if applicable)** | usd398.net

**Applicant / Child Care Licensing** | 0068826-013  
Number (if applicable)

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

Peabody-Burns U.S.D. 398 is committed to developing productive citizens, teaching for life-long learning, and promoting excellence in every student.

**Fiscal Agent / Name (if applicable)** | Antoinette Root

**Fiscal Agent / Email (if applicable)** | aroot@usd398.com

**Fiscal Agent / Mailing Address (if applicable)**

506 Elm Street  
Peabody, KS 66866

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## Application details

Full District Name | Peabody-Burns

District Number | 398

Mailing Address | Street Address | 506 N Elm St

Mailing | City | Peabody

Mailing Address | Zip Code | 66866

Authorized Representative of the District | Name | Lisa Hodges

Authorized Representative of the District | Position or Title | Clerk

Authorized Representative of the District | Email Address | lhodges@usd398.com

Authorized Representative of the District | Phone Number | +16209832198

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.

Submission of changes to the original application.

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.

Additions were fringe benefits (social security and unemployment) to already approved premium pay.  
Writing and Phonics curriculum and adding staff.

**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.

| Changes to application submitted

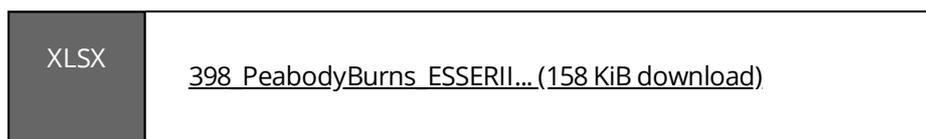
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

| Changes to application submitted

### **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 | Lisa Hodges

Date | 05/16/2022

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

USD	District Na	Data as of
398	Peabody-E	6/13/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
398-1-001-20220614	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School 2021 and Summer 2022 Staffing	\$ 8,808	\$ -	\$ 8,808	\$ -	\$ -	E 1000 111 0001 000	Change Request: Previously approved for \$1,6000 SFY 2022
398-1-002-20220614	Eligible	Direct Allocation	Support Services (Students)	Textbooks	10. Providing mental health services and supports	SEL Curriculum for PreK - 12 students	\$ 12,389	\$ -	\$ 12,389	\$ -	\$ -	E 2100 644 0000 000	Change Request: Previously approved for \$1,5000 SFY 2022
398-1-003-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	Cleaning Supplies	\$ 8,926	\$ -	\$ 8,926	\$ -	\$ -	E 2600 610 0000 000	Change Request: Previously approved for \$8,115 SFY 2022
398-1-004-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Repairs and Maintenance Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Air Filters, upkeep of the classrooms and building to meet CDC guidelines	\$ 744	\$ -	\$ 744	\$ -	\$ -	E 2600 430 0000 000	Change Request: Previously approved for \$960 SFY 2022
398-1-005-20220614	Eligible	Direct Allocation	Support Services - General Administration	Property	3. Providing principals and other school leaders with resources to address individual school needs	Improve Admin Technolgy to better assess, plan and meet the needs of students due to circumstances created by COVID 19	\$ 1,538	\$ -	\$ 1,538	\$ -	\$ -	E 2300 700 0000 000	Change Request: Previously approved for \$2,500 SFY 2022
398-1-006-20220614	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	Supplies and oppurtunities for summer school children who have experienced learning loss	\$ 955	\$ -	\$ 955	\$ -	\$ -	E 1000 600 0000 000	Change Request: Previously approved for \$425 SFY 2022

398-1-007-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Premium Pay for duties above and beyond contractual job, see application	\$ 25,500	\$ -	\$ 25,500	\$ -	\$ -	E 1000 111 0000 000	Change Request: Previously approved for \$2,600 SFY 2022
398-1-008-20220614	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Premium Pay for duties above and beyond contractual job, see application	\$ 7,000	\$ -	\$ 7,000	\$ -	\$ -	E 1000 120 0000 000	Change Request: Previously approved for \$6,000 SFY 2022
398-1-009-20220614	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Premium Pay for duties above and beyond contractual job, see application	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	E 2300 100 0000 000	Approved at 9/21/2021 SB. Update from district: All full time staff will receive \$1,000 per person. They will receive \$500 in January and \$500 in June. Part time staff will receive \$500. They will receive \$250 in January and \$250 in June.  Per narrative: This will compensate all staff to respond to additional duties that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties will include increased development of resources; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families.
398-1-010-20220614	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Premium Pay for duties above and beyond contractual job, see application	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	E 2400 100 0000 000	Change Request: Previously approved for \$2,000 SFY 2022
398-1-011-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Premium Pay for duties above and beyond contractual job, see application and summer school Transportation	\$ 6,008	\$ -	\$ 6,008	\$ -	\$ -	E 2600 120 0000 000	Change Request: Previously approved for \$4,000 SFY 2022

398-1-012-20220614	Eligible	Direct Allocation	Student Transportation	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Premium Pay for duties above and beyond contractual job, see application	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	E 2700 120 0000 000	<p>Approved at 9/21/2021 SB. Update from district: All full time staff will receive \$1,000 per person. They will receive \$500 in January and \$500 in June. Part time staff will receive \$500. They will receive \$250 in January and \$250 in June.</p> <p>Per narrative: This will compensate all staff to respond to additional duties that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties will include increased development of resources; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families.</p>
398-1-013-20220614	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Premium Pay for duties above and beyond contractual job, see application	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	E 2300 110 0000 000	<p>Approved at 9/21/2021 SB. Update from district: All full time staff will receive \$1,000 per person. They will receive \$500 in January and \$500 in June. Part time staff will receive \$500. They will receive \$250 in January and \$250 in June.</p> <p>Per narrative: This will compensate all staff to respond to additional duties that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties will include increased development of resources; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families.</p>

398-1-014-20220614	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Premium Pay for duties above and beyond contractual job, see application	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	E 2400 110 0000 000	Approved at 9/21/2021 SB. Update from district: All full time staff will receive \$1,000 per person. They will receive \$500 in January and \$500 in June. Part time staff will receive \$500. They will receive \$250 in January and \$250 in June.  Per narrative: This will compensate all staff to respond to additional duties that are above and beyond each person's contractual job. This additional pay is reasonable and necessary given the following anticipated and increased job-related duties in response to academic and social-emotional learning loss as well as increased safety protocols due to the COVID pandemic. Additional duties will include increased development of resources; disinfecting; increased collaboration time; increased communication; increased time and effort to provide academic support, social/emotional support, safe transportation, and additional unexpected or unanticipated supports to meet the needs of students and families.
398-1-015-20220614	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Foundations is a multisensory systematic phonics curriculum. Foundations is an engaging curriculum that helps frame the groundwork to key reading skills for student success. They use a multi-tiered system for learning phonemic awareness, phonics, spelling and more. I have personally seen this curriculum in action and believe as a district we could flourish with our reading skills. Since the 2019-2020 school year, we have seen a huge turnover in staff from year to year. Having this curriculum will make for an easy transition as the scripted lessons are user friendly. This curriculum is engaging and is what students need to bridge the gap. Due to the pandemic, our reading fluency scores from the year 2020 to present have fallen from 56% of students on grade level to 43%. As a school, we believe the foundations Prevention and Early Intervention series will help teachers individualize standards concerning each student's needs.	\$ 8,932	\$ -	\$ -	\$ 8,932	\$ -	07E10006 44000100 0	New Line Item

398-1-016-20220614	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	With the decrease in reading scores since the beginning of Covid-19, I believe it is important to purchase the writing curriculum TOP SCORE WRITING. Our reading scores have dropped significantly since 2020 and our ability to produce an informative, narrative, and opinion piece has not met standards. Reading Fluency has dropped from 56% of our students on grade level to 43% from 2020 to our current year 2022. Top Score Writing is a curriculum that reviews the structure and components of writing. It includes the four types of writing; informative, opinion/argumentative, narrative and expository, which are covered in our state standards. It follows Lexile levels just like our reading scores on Fastrbridge and is ability appropriate. As educators we know that writing is an important component of language arts skills and works in conjunction with reading skills to improve communication skills.	\$ 6,484	\$ -	\$ -	\$ 6,484	\$ -	07E10006 44000100 0	New Line Item
398-1-017-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	USD #398 is looking to increase our MTSS Math program at the JH/HS level due to the reduction of state assessment scores in Math due to students not being in school as a result of the Covid pandemic. In 2021 the percentage of students who were at level 3 & 4 in Math was 23.88% as compared to the state at 27.89%. In order to accomplish this we want to hire an additional math teacher. This would allow us to provide smaller group instruction for a wider variety of differentiation to help more students both in math classes and improving our MTSS program.	\$ 38,000	\$ -	\$ -	\$ 38,000	\$ -	07e10001 10000000 0	New Line Item
398-1-018-20220614	Eligible	Direct Allocation	Instruction	Health and Accident Insurance	12. Addressing learning loss among students, including vulnerable populations	Health insurance for the Math position mentioned.	\$ 7,668	\$ -	\$ -	\$ 7,668	\$ -	07e10002 13000000 0	New Line Item
398-1-019-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Social Security for the Math position mentioned.	\$ 2,907	\$ -	\$ -	\$ 2,907	\$ -	07E10002 20000000 0	New Line Item
398-1-020-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Social Security for Preimum Pay, 2021 Summer School & Substitutes	\$ 2,114	\$ -	\$ 2,114	\$ -	\$ -	07E10002 20000000 0	New Line Item

398-1-021-20220614	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	12. Addressing learning loss among students, including vulnerable populations	Substitutes for Staff with COVID or Quarintined	\$ 2,275	\$ -	\$ 2,275	\$ -	\$ -	07E10002 20000000	New Line Item
398-1-022-20220614	Eligible	Direct Allocation	Instruction	Working after retirement - KPERs	12. Addressing learning loss among students, including vulnerable populations	Working After RetirementPenalty on Premium Pay	\$ 36	\$ -	\$ 36	\$ -	\$ -	07E10002 31000000	New Line Item
398-1-023-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Unemployment for Premium Pay, Substitutes & Summer school 2021	\$ 14	\$ -	\$ 14	\$ -	\$ -	07E10002 60000000	New Line Item
398-1-024-20220614	Eligible	Direct Allocation	Instruction	Textbooks	12. Addressing learning loss among students, including vulnerable populations	Health Science Curriculum	\$ 158	\$ -	\$ 158	\$ -	\$ -	07E10006 44000400	New Line Item; Applicant responded via email: Healthcare Science Technology online curriculum for quarantine students and students who missed the class last year due to COVID and needed access at home as they were in quarantine. This allowed them to not fail behind in the required graduation credits.
398-1-025-20220614	Eligible	Direct Allocation	Instruction	Property	3. Providing principals and other school leaders with resources to address individual school needs	Docking station for surface pro	\$ 260	\$ -	\$ 260	\$ -	\$ -	07E10007 00000000	New Line Item; Applicant responded via email: This allowed the administration to have mobility when contact tracing students and staff. This allowed administration to document at the immediate time, which allowed others to see real time results. The surface pro device was purchased with ESSER II funds.
398-1-026-20220614	Eligible	Direct Allocation	Support Services - General Administration	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Social Security of Gen Admin Premium Pay	\$ 230	\$ -	\$ 230	\$ -	\$ -	07E23002 20000000	New Line Item
398-1-027-20220614	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Social Security of School Admin Premium Pay	\$ 383	\$ -	\$ 383	\$ -	\$ -	07E23002 20000000	New Line Item

398-1-028-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Social Security of Operations Staff	\$ 306	\$ -	\$ 306	\$ -	\$ -	07E26002 20000000	New Line Item; Applicant responded via email: This is social security for wages to the custodians. We hired a part time custodian to help with the extra sanitation duties assigned to our current custodial staff due to the CDC recommendations. We also gave premium pay to the custodial staff which also had social security expenses.
398-1-029-20220614	Eligible	Direct Allocation	Student Transportation	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	Social security for Bus Drivers for 2021 Summer School and Premium Pay	\$ 460	\$ -	\$ 460	\$ -	\$ -	07E27002 20000000	New Line Item
398-1-030-20220614	Eligible	Direct Allocation	Support Services - General Administration	Unemployment Compensation	11B. Planning and implementing supplemental after-school programs	Unemployment for Premium Pay	\$ 3	\$ -	\$ 3	\$ -	\$ -	07E23002 60000000	New Line Item
398-1-031-20220614	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Unemployment for Premium Pay	\$ 5	\$ -	\$ 5	\$ -	\$ -	07E24002 60000000	New Line Item
398-1-032-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Unemployment for Premium Pay	\$ 4	\$ -	\$ 4	\$ -	\$ -	07E26002 60000000	New Line Item
398-1-033-20220614	Eligible	Direct Allocation	Student Transportation	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	Unemployment for Premium Pay	\$ 7	\$ -	\$ 7	\$ -	\$ -	07E27002 60000000	New Line Item
398-1-034-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Purchased Professional & Technical Services	13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs	Air Quality Study preformed by Engineering Services	\$ 3,500	\$ -	\$ 3,500	\$ -	\$ -	07E26003 00000000	New Line Item; Applicant responded via email: The air quality study was completed to help determine if the classrooms were receiving enough fresh air and air circulation to meet the CDC standards. It was determined through the study that we did not have adequate circulation and need to address this area. Without this study we would not have this information and would not have been able to remediate the situation to better protect our staff and students.

**Kansas CommonApp (2020)**

3131-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



ykvGmjVD

# 402\_Augusta\_ESSER II Plan\_Change

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## Applicant details

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

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

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

**Applicant / Entity Name** | 402

**Applicant / Mailing Address**

| 2345 Greyhound Drive

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Dale Nuckolls

**Applicant / Email Address of Owner, CEO, or Executive Director** | dnuckolls@usd402.com

**Applicant / Phone Number** | 3167755484

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

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

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## Application details

Full District Name | Augusta Public Schools

District Number | 402

Mailing Address | Street Address | 2345 Greyhound Dr.

Mailing | City | August

Mailing Address | Zip Code | 67010

Authorized Representative of the District | Name | Matt Ward

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | mward@usd402.com

Authorized Representative of the District | Phone Number | +13167755484

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

Other District Representative 1 | Email Address | dnuckolls@usd402.com

Other District Representative 2 | Email Address | hfrancis@usd402.com

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

As a district, Augusta schools were 36% free and reduced in 2019-20. When free lunches were approved by the USDA our parents largely stopped filling out free/reduced from, this caused our free/reduced numbers to drop to 31% for 2020-21. The 2019-20 numbers are likely more representative of our current state. Hardships such as, unreliable internet, lack of parent availability during quarantines paired with the traditional educational hurdles this subgroup experiences have compounded challenges as this population has worked through the pandemic.

Student/staff quarantines made it difficult to provide continuity of learning. High school students alone have over 400 failing grades- largely due to being in and out of the classroom or having teachers/paras in and out due to quarantine. Middle school has over 234 failing grades in 2020-21. In addition, teachers were not able to teach in the most effective ways do to social distancing. Students lost out on experiences & sta lost out on PD opportunities.

Our staff have been asked to do more this year than ever before, they have been on the frontlines of the pandemic, placing them at significantly greater risk of contracting the virus and transmitting to loved ones. In USD 402's school district alone, we have had over 110 known positive cases and 623 individuals determined to be close contacts. As essential workers, it has put our students and staff at greater risk. USD 402 has been in an in-person learning model all but one week of this school year.

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.

USD 402 has approximately \$20,000, which will be used for summer programs at all grade levels in June of 2021. Summer programs are being designed to target learning loss at all grade levels. Elementary will focus primarily on reading and math, middle school will primarily focus on math, and high school will focus on the ballooning number of recovery needs, largely created by the virus and the large number of quarantines throughout the course of the school year

**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 402 plans to take a balanced approach in our continued response to the pandemic. The district's ESSER II request is focused on the following areas: Student interventions, Tech/software/connectivity, professional learning, hazard pay/continuity of staff/services, mental health services, nurse services, and PPE.

Our district needs to recalibrate and focus on how to continue to respond to the pandemic this August in order to close the learning gaps created by the pandemic. We also need to recognize the extraordinary efforts of our staff over the course of the last school year.

All of the requests on this application are focused on students and staff, whether related to safety (PPE), student learning, professional development, hazard pay, or services in the area of mental health and physical health, all are deeply connected to COVID and the 15 authorized uses of these federal funds.

The district plans to offer summer programs at all levels. Elementary will focus on reading and math, middle school will focus on math, and the high school will focus on credit recovery. Teacher and student quarantines clearly impacted instruction.

This is evidenced by the data provided; In grades K-2, 44.5% of students are not proficient in reading, 38% in grades 3-5, and 42%. In math, 36% of K-3 students are not proficient, 36% in grades 3-5, and 43% in grades 6-8. In the 19-20 school year, Augusta Middle School had 197 failing grades total as compared to 234 thus far in the 2020-2022 school year. Augusta High School had 249 total F's in 2019-20.

Based on the 15 authorized use categories and the intent from the federal government, USD 402 strongly believes that the items in this request directly align with the intent from the federal government.

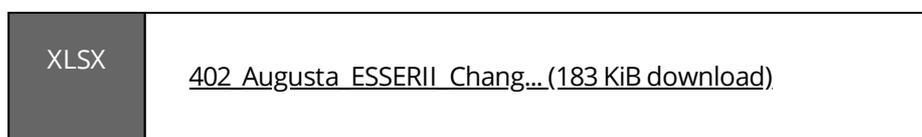
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

The district will continue to monitor student grades, graduation rates, students and staff absences, assessment data trends, social emotional data, college readiness, MTSS progressions from tier 3, 2, and 1, quarantine numbers, class sizes, instructional software data, staff retention in the district

### **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 | Matt Ward

Date | 04/28/2021

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

USD	District Na	Data as of
402	Augusta	6/13/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
402-1-001-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Programs - USD 402 will be offering summer program options for all grade levels, a huge undertaking, but a great way to close the educational gaps caused by the pandemic. K-5 will have educational supports targeted at both reading and math. We have not had summer school in recent years. Staffing will consist of: Two teachers and 2 paras in each grade K-2nd, 1 teacher and 1 para in each grade 3rd-5th. The middle school will focus primarily on math- 1 teacher per grade 6th-8th. Augusta high will have a variety of credit recovery options which are designed to reduce the learning gap and keep students on track to graduate on time. Combined summer program needs will require 20+ teachers, Two coordinator positions, and 9 paraprofessionals. Anticipated student numbers: 90 elementary, 30-50 Middle school, 100 High School. No more than 10 students per class k-5. - Support Data/Evidence: In grades K-2, 44.5% of students are not proficient in reading, 38% in grades 3-5, and 42% in 6th-8th grade. In math, 36% of K-3 students are not proficient, 36% in grades 3-5, and 43% in grades 6-8.	\$ 40,880	\$ 40,880	\$ -	\$ -	\$ -	52 E 1000 110 0052 326	Approved at 6/9/2021 State Board Meeting. 9 Teachers for summer program to address learning loss.
402-1-002-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security - Summer Programs	\$ 3,499	\$ -	\$ 3,499	\$ -	\$ -	52 E 1000 220 0052 326	Approved at 6/9/2021 State Board Meeting. Social security- non certified for summer school?
402-1-003-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment - Summer Programs	\$ 46	\$ -	\$ 46	\$ -	\$ -	52 E 1000 250 0052 326	Approved at 6/9/2021 State Board Meeting. Unemployment- non certified
402-1-004-20220614	Eligible	Direct Allocation	Instruction	Worker's Compensation	11A. Planning and implementing summer learning or enrichment programs	Work Comp - Summer Programs	\$ 101	\$ -	\$ 101	\$ -	\$ -	52 E 1000 260 0052 326	Approved at 6/9/2021 State Board Meeting. Workers comp- non certified

402-1-005-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	AMS MTSS Specialist (ESSER23 Position) - Augusta middle school plans to add an MTSS specialist to establish, monitor, and support students in the areas of reading and math intervention in response to COVID. This interventionist will be a huge support for students and will be able to identify learning gaps based on data and progress monitoring. Having this position added will provide a consistent and targeted MTSS model which will support teachers and learners as they respond to the considerable learning loss caused by the pandemic. - Support Data/Evidence: Support Data/Evidence: In grades 6-8, 42% are not proficient in reading. In math 43% of 6-8 graders are not proficient.	\$ 59,000	\$ -	\$ 59,000	\$ -	\$ -	52 E 1000 110 0052 326	Approved at 6/9/2021 State Board Meeting. MTSS Coordinator to address learning loss caused by COVID, especially in Middle School
402-1-006-20220614	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Intervention Para (x4) - Early literacy (k-3) has been hit hard by the pandemic and schools need to provide extra 1-1 supports to build reading skills for students. Doing so now, and intervening early, will reduce the amount of remedial instruction that will need to take place for years to come. Adding a paraprofessional per elementary will provide teachers with the flexibility to provide more targeted 1-1 instruction in order to reduce learning loss caused by the pandemic. - Support Data/Evidence: Support Data/Evidence: In grades K-2, 44.5% of students are not proficient in reading, and 38% in grades 3-5 are not meeting grade level benchmark.	\$ 54,407	\$ -	\$ 54,407	\$ -	\$ -	52 E 1000 120 0052 326	Approved at 6/9/2021 State Board Meeting. K-5 intervention (reading specifically) paras used to support 1-on-1 activities to address learning loss caused by COVID.
402-1-007-20220614	Eligible	Direct Allocation	Instruction	Group Insurance	12. Addressing learning loss among students, including vulnerable populations	MTSS and Para Health	\$ 20,332	\$ -	\$ 20,332	\$ -	\$ -	52 E 1000 210 0052 326	Approved at 6/9/2021 State Board Meeting. K-5 Intervention paras-Health Insurance
402-1-008-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	MTSS and Para Social Security	\$ 8,676	\$ -	\$ 8,676	\$ -	\$ -	52 E 1000 220 0052 326	Approved at 6/9/2021 State Board Meeting. K-5 Intervention paras-social security
402-1-009-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	MTSS and Para Unemployment	\$ 113	\$ -	\$ 113	\$ -	\$ -	52 E 1000 250 0052 326	Approved at 6/9/2021 State Board Meeting. K-5 Intervention paras-unemployment
402-1-010-20220614	Eligible	Direct Allocation	Instruction	Worker's Compensation	12. Addressing learning loss among students, including vulnerable populations	MTSS and Para Work Comp	\$ 249	\$ -	\$ 249	\$ -	\$ -	52 E 1000 260 0052 326	Approved at 6/9/2021 State Board Meeting. K-5 Intervention paras-workers comp

402-1-011-20220614	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Istation - USD 402 would like to place a greater focus on intervention in both reading and math at the middle school and the four elementary schools in response to the pandemic. Istation provides valuable curriculum, interventions, and supports for students to reduce learning loss caused by COVID in 2021-22. These materials can also be delivered remotely if needed. - Supporting Data/Evidence:In grades K-2, 44.5% of students are not proficient in reading, 38% in grades 3-5, and 42% in 6-8th grade. In math, 36% of K-3 students are not proficient, 36% in grades 3-5, and 43% in grades 6-8.	\$ 10,240	\$ -	\$ 10,240	\$ -	\$ -	52 E 1000 610 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-012-20220614	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Partially paid with ESSER I - Newslea - The MTSS process is important in any academic year, however, it is clear that MTSS has never been more important when responding to COVID and the learning loss it has created. As a part of the MTSS process in Augusta the district would like to utilize Newslea, a digital reading software which provides lexile reading level scores and the program also auto assigns appropriate reading levels to student users.	\$ 5,184	\$ -	\$ 5,184	\$ -	\$ -	52 E 1000 610 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-013-20220614	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	SeeSaw - Elementary learning management system which allows for teachers to communicate with parents to a greater extent and provide uninterrupted instruction and support to students. As we start to gain a better idea of where students are educationally post pandemic, effective parent communication and student access to instructional materials will be more important than ever. SeeSaw also bridges the gap instructionally for students when on quarantine.	\$ 3,025	\$ -	\$ 3,025	\$ -	\$ -	52 E 1000 610 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-014-20220614	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	Fastbridge Assessments - Adding an MTSS assessment screener & supports resources to Augusta High School which will be used to identify and support student's educational needs caused by the pandemic while also reducing learning loss. Increase due to additional cost for software, Set up & training.	\$ 7,650	\$ -	\$ 7,650	\$ -	\$ -	52 E 1000 610 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-015-20220614	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Hot Spots - As a newly 1-1 school district (due to pandemic), certainly families are facing connectivity issues. While we hope to have less need in 2021-22 than was the case in 2020-21, access to hotspots may be the only way to keep certain students engaged in learning.	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	52 E 1000 734 0052 326	Approved at 6/9/2021 State Board Meeting.

402-1-016-20220614	Eligible	Direct Allocation	Instruction	Technology-Related Hardware	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	500 Chromebooks - When the pandemic hit, districts scrambled to provide devices to students, USD 402 certainly did. Last year our district was able to scrounge up every device that powered on in our entire district. Overnight, we went from a district that had 1-1 devices at the high school level only to having 1-1 devices K-12th grade. The district attempted to buy more devices with CARES funds, but the devices have been back-ordered for months and we could not obtain all the devices that the district needed. With so many failing devices, it is important to have equity of access to quality devices across the district. Our plan is to put a fully capable and functional device into all of our student's hands for the 2021-22 school year. These devices will be used to access a growing number of digital curriculums and will be available for students to take home in the case of continued quarantines. By putting a single assigned device into each student's hands we are reducing "touchpoints" and therefore continuing to reduce the spread of the virus. Not having to disinfect shared devices after each use will allow us to maximize instructional time- reducing learning loss. By replacing our failing devices, our district will be able to reduce learning loss and provide equity of access to digital devices and curriculum across the district. Authorized uses category 9. \$250 per device x 500 students.	\$ 125,000	\$ -	\$ 125,000	\$ -	\$ -	52 E 1000 734 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-017-20220614	Eligible	Direct Allocation	Instruction	Technology-Related Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	Dyknow Screen Monitor - Prior to Covid, 1-1 was at the high school only. As a direct result of COVID, 1-1 devices are needed district-wide. Engagement in online instruction has created new challenges from the engagement standpoint. By adding Dyknow, a screen monitoring software, teacher will have considerably more control of what sites the students are accessing during class while also being able to monitor screens to redirect the students-keeping them engaged and increasing learning. Dyknow will allow for better quality classroom management, which leads to better instruction, less interruptions, and more learning- especially important post pandemic.	\$ 6,800	\$ -	\$ 6,800	\$ -	\$ -	52 E 1000 735 0052 326	Approved at 6/9/2021 State Board Meeting. Increases student engagement to reduce learning loss caused by covid (Phone Call, 5/6/21)
402-1-018-20220614	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	.5 AHS Nurse - Continuation from 2020-21 CARES funding. USD 402 added a .5 nurse at the high school. There was already a .5 nurse at the high school, so this allowed for a full time nurse at AHS during the pandemic. The nurse position will be equally important in future years as nurses continue to play an integral role in supporting the health needs of students and staff related to the pandemic. Nurses help to communicate and facilitate the many health needs related to COVID, having these health professionals working on the behalf of students will keep more students safe and engaged in learning.	\$ 25,007	\$ -	\$ 25,007	\$ -	\$ -	52 E 2100 120 0062 326	Approved at 6/9/2021 State Board Meeting,
402-1-019-20220614	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security Nurse AHS Continuation of 20-21	\$ 1,913	\$ -	\$ 1,913	\$ -	\$ -	52 E 2100 220 0062 326	Approved at 6/9/2021 State Board Meeting.

402-1-020-20220614	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment Nurse AHS Continuation of 20-21	\$ 25	\$ -	\$ 25	\$ -	\$ -	52 E 2100 250 0062 326	Approved at 6/9/2021 State Board Meeting.
402-1-021-20220614	Eligible	Direct Allocation	Support Services (Students)	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp Nurse AHS Continuation of 20-21	\$ 55	\$ -	\$ 55	\$ -	\$ -	52 E 2100 260 0062 326	Approved at 6/9/2021 State Board Meeting.
402-1-022-20220614	Eligible	Direct Allocation	Health Services	Regular Certified Salaries	10. Providing mental health services and supports	MH Liaison - The pandemic has had a significant impact of our students' mental health. In order to achieve optimal learning, our students mental health must be addressed. CARES money paid for this amount during the 2020-21 school year and having mental health experts proved to be invaluable during the pandemic. Because the mental stress and fatigue is ongoing related to the pandemic, having access to mental health experts is a necessary part of the pandemic response. - Support Data/Evidence: Of the 1,164 K-8 students who completed the Panorama SEL Perception survey, 110, (9.45%) did not score favorably on ANY of the SEL scales assessed. Only 69.5% of K-8 students completing the survey are on track in SEL. In grades K-12, only 64% are on track for SEL.	\$ 5,664	\$ -	\$ 5,664	\$ -	\$ -	52 E 2130 110 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-023-20220614	Eligible	Direct Allocation	Health Services	Group Insurance	10. Providing mental health services and supports	Mental Health Liaison Gap Insurance	\$ 75	\$ -	\$ 75	\$ -	\$ -	52 E 2130 210 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-024-20220614	Eligible	Direct Allocation	Health Services	Group Insurance	10. Providing mental health services and supports	Mental Health Liaison Health Insurance	\$ 610	\$ -	\$ 610	\$ -	\$ -	52 E 2130 210 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-025-20220614	Eligible	Direct Allocation	Health Services	Social Security Contributions	10. Providing mental health services and supports	Mental Health Liaison Social Security	\$ 433	\$ -	\$ 433	\$ -	\$ -	52 E 2130 220 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-026-20220614	Eligible	Direct Allocation	Health Services	Unemployment Compensation	10. Providing mental health services and supports	Mental Health Liaison Unemployment	\$ 6	\$ -	\$ 6	\$ -	\$ -	52 E 2130 250 0052 326	Approved at 6/9/2021 State Board Meeting.

402-1-027-20220614	Eligible	Direct Allocation	Health Services	Worker's Compensation	10. Providing mental health services and supports	Mental Health Liaison Work Comp	\$ 12	\$ -	\$ 12	\$ -	\$ -	52 E 2130 260 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-028-20220614	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	Capturing Kids Hearts - Professional development for Ewalt/Lincoln Elementary schools aimed at supporting staff as we target instructional and relational needs created by the pandemic. Initial CKH training. This training focuses on establishing and building stronger relationships in the classroom. It is well known that a professional relationship between student and teacher results in greater learning. Capturing Kids Hearts will allow staff to build stronger relationships with students in order to dive deeper into instruction. Impact: Over 100 staff and 1,000 students. - Support Data/Evidence: Of the 1,164 K-8 students who completed the Panorama SEL Perception survey, 110, (9.45%) did not score favorably on ANY of the SEL scales assessed. Only 69.5% of K-8 students completing the survey are on track in SEL. In grades K-12, only 64% of our students are on track for SEL.	\$ 47,250	\$ -	\$ 47,250	\$ -	\$ -	52 E 2213 330 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-029-20220614	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	Capturing Kids Hearts 2 - Professional development for Robinson/Garfield Elementary schools aimed at supporting staff as we target instructional and relational needs created by the pandemic. Initial CKH training. This training focuses on establishing and building stronger relationships in the classroom. It is well known that a professional relationship between student and teacher results in greater learning. Capturing Kids Hearts will allow staff to build stronger relationships with students in order to dive deeper into instruction. Impact: Over 100 staff and 1,000 students. - Support Data/Evidence: Of the 1,164 K-8 students who completed the Panorama SEL Perception survey, 110, (9.45%) did not score favorably on ANY of the SEL scales assessed. Only 69.5% of K-8 students completing the survey are on track in SEL. In grades K-12, 64% are on track for SEL.	\$ 30,750	\$ -	\$ 30,750	\$ -	\$ -	52 E 2213 330 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-030-20220614	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	Kagan Structures - After a year in which our students and staff have been behind masks and socially distanced, it is imperative that we re-engage students in learning. Kagan structures are the ultimate way to increase engagement in the classroom. Kagan structures are aimed at 100% classroom engagement. We need students engaging with the content, each other, and with teachers to the highest level possible in the upcoming school year. Kagan professional development is a foolproof way to obtain higher levels of engagement and connection to learning. This will certainly help to reduce the learning loss in our district. Impact: Over 110 staff and 1,000 students.	\$ 21,980	\$ -	\$ 21,980	\$ -	\$ -	52 E 2213 330 0052 326	Approved at 6/9/2021 State Board Meeting. Kanan Training to reengage students in learning process in order to reduce learning loss caused by COVID (Phone Call 5/6/21)

402-1-031-20220614	Eligible	Direct Allocation	Instructional Staff Training Services	Services Purchased from Another LEA or Educational Service Agency Within the State	3. Providing principals and other school leaders with resources to address individual school needs	Greenbush School Improvement & Admin Services - In an effort to consistently address learning loss over the course of the next school year, USD 402 requires the additional support that Greenbush school improvement & administrative services can provide. Greenbush's supports for teachers and administrators are extensive and will support our district staff when identifying learning loss needs, pandemic supports, and ongoing training for our staff. Doing so will greatly improve the district's ability to support our students and staff.	\$ 21,346	\$ -	\$ 21,346	\$ -	\$ -	52 E 2213 591 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-032-20220614	Eligible	Direct Allocation	Safety	General Supplies and Materials (includes computer software)	7. Purchasing supplies to sanitize and clean LEA and school facilities	CHANGE-Various Personal Protective Equipment.	\$ 22,000	\$ -	\$ 22,000	\$ -	\$ -	52 E 2670 610 0052 326	Change Request was approved for \$11,000 in SFY 2022.
402-1-033-20220614	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID 19 Substitute Teachers - Reimbursement for substitute teachers that worked to fill needs related to COVID (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 28,850	\$ 28,850	\$ -	\$ -	\$ -	52 E 1000 115 0052 326	Approved at 6/9/2021 State Board Meeting
402-1-034-20220614	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID 19 Teachers sub for Teachers - Reimbursement for teachers subbing for teachers that worked to fill needs related to COVID (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 2,422	\$ 2,422	\$ -	\$ -	\$ -	52 E 1000 115 0052 326	Approved at 6/9/2021 State Board Meeting
402-1-035-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Teacher Sick Leave Reimbursement - The district had one staff member that requested sick leave time from the district's sick leave pool due to COVID related circumstances. The employee request took place after they had exhausted their available sick/personal time. The district requests that the time the district paid in additional sick time, which was related to COVID, be reimbursed by ESSER funds. Detailed staff reports and details available upon request.	\$ 9,049	\$ 9,049	\$ -	\$ -	\$ -	52 E 1000 110 0052 326	Approved at 6/9/2021 State Board Meeting
402-1-036-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Addition of an Elementary Remote Learning Teacher - The district added a teacher who provided instruction to elementary remote learners only. This position was not planned but was created and paid for as a direct result of the impact that COVID had on the district. All of the remote learners that were served were remote due to COVID. Teacher wages- 3/1/21-5/27/21. Detailed staff reports and details available upon request.	\$ 15,172	\$ 15,172	\$ -	\$ -	\$ -	52 E 1000 110 0052 326	Approved at 6/9/2021 State Board Meeting

402-1-037-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer ELA Training - Because USD 402 shifted PD days to the front of the August 2020 school year the district did not have contracted days available to provide training on the new ELA training for all four elementary schools. This has required the district to spend additional dollars that we would not have had to spend if COVID did not exist to provide training. We are having to bring all elementary staff (4 schools) in over the summer (paid) for required training. Detailed staff reports and details available upon request.	\$ 14,100	\$ -	\$ 14,100	\$ -	\$ -	52 E 1000 110 0052 326	Approved at 6/9/2021 State Board Meeting
402-1-038-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Programs - USD 402 will be offering summer program options for all grade levels described in a row above. The district plans to provide and pay those staff an additional 10 hours of planning time for those programs. Detailed staff reports and details available upon request.	\$ 6,800	\$ -	\$ 6,800	\$ -	\$ -	52 E 1000 110 0052 326	Approved at 6/9/2021 State Board Meeting
402-1-039-20220614	Eligible	Direct Allocation	Instruction	Group Insurance	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Elementary Remote Learning Teacher - Health	\$ 2,739	\$ 2,739	\$ -	\$ -	\$ -	52 E 1000 210 0052 326	Approved at 6/9/2021 State Board Meeting
402-1-040-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID 19 Subs, Sick Leave, Elementary Remote Teacher, Summer Training - Social Security	\$ 6,844	\$ 5,245	\$ 1,599	\$ -	\$ -	52 E 1000 220 0052 326	Approved at 6/9/2021 State Board Meeting
402-1-041-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID 19 Subs, Sick Leave, Elementary Remote Teacher, Summer Training - Unemployment	\$ 77	\$ 56	\$ 21	\$ -	\$ -	52 E 1000 250 0052 326	Approved at 6/9/2021 State Board Meeting
402-1-042-20220614	Eligible	Direct Allocation	Instruction	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	COVID 19 Subs, Sick Leave, Elementary Remote Teacher, Summer Training - Work Comp	\$ 168	\$ 122	\$ 46	\$ -	\$ -	52 E 1000 260 0052 326	Approved at 6/9/2021 State Board Meeting
402-1-043-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Custodial Hazard Pay Reimbursement - The district is requesting hazard pay for the time that the Custodial staff had to spend on COVID-related cleaning and sanitation. The request is for an extra \$4 an hour for these hours on a per employee basis. This would bring their pay for those hours to slightly less than time and a half. Additional COVID cleaning (hazard time) equates to one hour per day per custodian. Detailed staff reports and details available upon request.	\$ 22,232	\$ 22,232	\$ -	\$ -	\$ -	52 E 2600 120 0052 326	Approved at 6/9/2021 State Board Meeting

402-1-044-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Custodial Overtime Pay Reimbursement - The district is requesting reimbursement of overtime pay for the custodial staff related to not being able to complete regular job duties during the regular work day due to the increased duties of COVID sanitation responsibilities. Detailed staff reports and details available upon request.	\$ 4,943	\$ 4,943	\$ -	\$ -	\$ -	52 E 2600 120 0052 326	Approved at 6/9/2021 State Board Meeting
402-1-045-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Custodial Pay/OT - Social Security	\$ 2,079	\$ 2,079	\$ -	\$ -	\$ -	52 E 2600 220 0052 326	Approved at 6/9/2021 State Board Meeting
402-1-046-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Custodial Pay/OT - Unemployment	\$ 27	\$ 27	\$ -	\$ -	\$ -	52 E 2600 250 0052 326	Approved at 6/9/2021 State Board Meeting
402-1-047-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Custodial Pay/OT - Work Comp	\$ 462	\$ 462	\$ -	\$ -	\$ -	52 E 2600 260 0052 326	Approved at 6/9/2021 State Board Meeting
402-1-048-20220614	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Tech Overtime Pay Reimbursement - Our tech department worked overtime hours in order to keep up with the needs of remote learners, teachers, devices, and softwares which were in excess of the job duties that are expected in a non-COVID year. The district is requesting that these overtime costs be reimbursed. Detailed staff reports and details available upon request.	\$ 1,443	\$ 1,443	\$ -	\$ -	\$ -	52 E 2500 120 0052 326	Approved at 6/9/2021 State Board Meeting
402-1-049-20220614	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Tech OT - Social Security	\$ 110	\$ 110	\$ -	\$ -	\$ -	52 E 2500 220 0052 326	Approved at 6/9/2021 State Board Meeting
402-1-050-20220614	Eligible	Direct Allocation	Central Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Tech OT - Unemployment	\$ 2	\$ 2	\$ -	\$ -	\$ -	52 E 2500 250 0052 326	Approved at 6/9/2021 State Board Meeting

402-1-051-20220614	Eligible	Direct Allocation	Central Services	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Tech OT - Work Comp	\$ 3	\$ 3	\$ -	\$ -	\$ -	52 E 2500 260 0052 326	Approved at 6/9/2021 State Board Meeting
402-1-052-20220614	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	Board Clerk Overtime Reimbursement - The USD 402 school board added 7 additional special board meetings that were directly related to COVID. These resulted in overtime pay for our board clerk. The district is requesting reimbursement. Detailed staff reports and details available upon request.	\$ 289	\$ 289	\$ -	\$ -	\$ -	52 E 2300 120 0052 326	Approved at 6/9/2021 State Board Meeting
402-1-053-20220614	Eligible	Direct Allocation	Support Services - General Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Board Clerk - Social Security	\$ 22	\$ 22	\$ -	\$ -	\$ -	52 E 2300 220 0052 326	Approved at 6/9/2021 State Board Meeting
402-1-054-20220614	Eligible	Direct Allocation	Support Services - General Administration	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Board Clerk - Unemployment	\$ 0	\$ 0	\$ -	\$ -	\$ -	52 E 2300 250 0052 326	Approved at 6/9/2021 State Board Meeting
402-1-055-20220614	Eligible	Direct Allocation	Support Services - General Administration	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Board Clerk - Work Comp	\$ 1	\$ 1	\$ -	\$ -	\$ -	52 E 2300 260 0052 326	Approved at 6/9/2021 State Board Meeting
402-1-056-20220614	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Bus Driver Pay Equalization - With 200 students on remote learning the transportation needs across the district were reduced. Reducing pay for drivers by reducing routes could have resulted in transportation employees leaving to look for other employment opportunities. In an effort to maintain our transportation employees the district paid the drivers equalization pay so that they did not experience a loss in income. Example: If a driver typically worked 4 hours in previous years, the district paid a minimum of four hours. In some cases routes that would have taken 4 hours (daily) would only take 3.5. Therefore there would be .5 hours in equalization pay to the driver as a retention measure. Detailed staff reports and details available upon request.	\$ 7,192	\$ 7,192	\$ -	\$ -	\$ -	52 E 2710 120 0052 326	Approved at 6/9/2021 State Board Meeting
402-1-057-20220614	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Bus Driver - Social Security	\$ 550	\$ 550	\$ -	\$ -	\$ -	52 E 2710 220 0052 326	Approved at 6/9/2021 State Board Meeting

402-1-058-20220614	Eligible	Direct Allocation	Vehicle Operation	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Bus Driver - Unemployment	\$ 7	\$ 7	\$ -	\$ -	\$ -	52 E 2710 250 0052 326	Approved at 6/9/2021 State Board Meeting
402-1-059-20220614	Eligible	Direct Allocation	Vehicle Operation	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Bus Driver - Work Comp	\$ 146	\$ 146	\$ -	\$ -	\$ -	52 E 2710 260 0052 326	Approved at 6/9/2021 State Board Meeting
402-1-060-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FCCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 62,200	\$ 62,200	\$ -	\$ -	\$ -	52 E 1000 110 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-061-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FCCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 583	\$ 583	\$ -	\$ -	\$ -	52 E 1000 110 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-062-20220614	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FCCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 4,856	\$ 4,856	\$ -	\$ -	\$ -	52 E 1000 120 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-063-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FFCRA Leave	\$ 84	\$ 84	\$ -	\$ -	\$ -	52 E 1000 220 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-064-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FFCRA Leave	\$ 68	\$ 68	\$ -	\$ -	\$ -	52 E 1000 250 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-065-20220614	Eligible	Direct Allocation	Instruction	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - FFCRA Leave	\$ 149	\$ 149	\$ -	\$ -	\$ -	52 E 1000 260 0052 326	Approved at 6/9/2021 State Board Meeting.

402-1-066-20220614	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FCCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 7,206	\$ 7,206	\$ -	\$ -	\$ -	52 E 2100 110 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-067-20220614	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FFCRA Leave	\$ 9	\$ 9	\$ -	\$ -	\$ -	52 E 2100 220 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-068-20220614	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FFCRA Leave	\$ 7	\$ 7	\$ -	\$ -	\$ -	52 E 2100 250 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-069-20220614	Eligible	Direct Allocation	Support Services (Students)	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - FFCRA Leave	\$ 16	\$ 16	\$ -	\$ -	\$ -	52 E 2100 260 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-070-20220614	Eligible	Direct Allocation	Social Work Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FCCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 2,273	\$ 2,273	\$ -	\$ -	\$ -	52 E 2113 110 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-071-20220614	Eligible	Direct Allocation	Social Work Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FFCRA Leave	\$ 3	\$ 3	\$ -	\$ -	\$ -	52 E 2113 220 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-072-20220614	Eligible	Direct Allocation	Social Work Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FFCRA Leave	\$ 2	\$ 2	\$ -	\$ -	\$ -	52 E 2113 250 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-073-20220614	Eligible	Direct Allocation	Social Work Services	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - FFCRA Leave	\$ 5	\$ 5	\$ -	\$ -	\$ -	52 E 2113 260 0052 326	Approved at 6/9/2021 State Board Meeting.

402-1-074-20220614	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FFCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 9,065	\$ 9,065	\$ -	\$ -	\$ -	52 E 2200 110 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-075-20220614	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FFCRA Leave	\$ 11	\$ 11	\$ -	\$ -	\$ -	52 E 2200 220 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-076-20220614	Eligible	Direct Allocation	Support Services - Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FFCRA Leave	\$ 9	\$ 9	\$ -	\$ -	\$ -	52 E 2200 250 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-077-20220614	Eligible	Direct Allocation	Support Services - Instruction	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - FFCRA Leave	\$ 20	\$ 20	\$ -	\$ -	\$ -	52 E 2200 260 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-078-20220614	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FFCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 2,641	\$ 2,641	\$ -	\$ -	\$ -	52 E 2400 110 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-079-20220614	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FFCRA Leave	\$ 3	\$ 3	\$ -	\$ -	\$ -	52 E 2400 220 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-080-20220614	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FFCRA Leave	\$ 3	\$ 3	\$ -	\$ -	\$ -	52 E 2400 250 0052 326	Approved at 6/9/2021 State Board Meeting.

402-1-081-20220614	Eligible	Direct Allocation	Support Services - School Administration	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - FFCRA Leave	\$ 6	\$ 6	\$ -	\$ -	\$ -	52 E 2400 260 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-082-20220614	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FFCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 3,295	\$ 3,295	\$ -	\$ -	\$ -	52 E 2400 120 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-083-20220614	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FFCRA Leave	\$ 4	\$ 4	\$ -	\$ -	\$ -	52 E 2400 220 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-084-20220614	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FFCRA Leave	\$ 3	\$ 3	\$ -	\$ -	\$ -	52 E 2400 250 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-085-20220614	Eligible	Direct Allocation	Support Services - School Administration	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - FFCRA Leave	\$ 7	\$ 7	\$ -	\$ -	\$ -	52 E 2400 260 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-086-20220614	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FFCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 1,652	\$ 1,652	\$ -	\$ -	\$ -	52 E 2500 120 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-087-20220614	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FFCRA Leave	\$ 2	\$ 2	\$ -	\$ -	\$ -	52 E 2500 220 0052 326	Approved at 6/9/2021 State Board Meeting.

402-1-088-20220614	Eligible	Direct Allocation	Central Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FFCRA Leave	\$ 2	\$ 2	\$ -	\$ -	\$ -	52 E 2500 250 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-089-20220614	Eligible	Direct Allocation	Central Services	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - FFCRA Leave	\$ 4	\$ 4	\$ -	\$ -	\$ -	52 E 2500 260 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-090-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FFCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 8,791	\$ 8,791	\$ -	\$ -	\$ -	52 E 2600 120 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-091-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FFCRA Leave	\$ 11	\$ 11	\$ -	\$ -	\$ -	52 E 2600 220 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-092-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FFCRA Leave	\$ 9	\$ 9	\$ -	\$ -	\$ -	52 E 2600 250 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-093-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - FFCRA Leave	\$ 149	\$ 149	\$ -	\$ -	\$ -	52 E 2600 260 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-094-20220614	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FFCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 2,281	\$ 2,281	\$ -	\$ -	\$ -	52 E 2710 120 0052 326	Approved at 6/9/2021 State Board Meeting.

402-1-095-20220614	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FFCRA Leave	\$ 3	\$ 3	\$ -	\$ -	\$ -	52 E 2710 220 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-096-20220614	Eligible	Direct Allocation	Vehicle Operation	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FFCRA Leave	\$ 2	\$ 2	\$ -	\$ -	\$ -	52 E 2710 250 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-097-20220614	Eligible	Direct Allocation	Vehicle Operation	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - FFCRA Leave	\$ 46	\$ 46	\$ -	\$ -	\$ -	52 E 2710 260 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-098-20220614	Eligible	Direct Allocation	Other Student Transportation Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FFCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 337	\$ 337	\$ -	\$ -	\$ -	52 E 2790 120 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-099-20220614	Eligible	Direct Allocation	Other Student Transportation Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FFCRA Leave	\$ 0	\$ 0	\$ -	\$ -	\$ -	52 E 2790 220 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-100-20220614	Eligible	Direct Allocation	Other Student Transportation Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FFCRA Leave	\$ 0	\$ 0	\$ -	\$ -	\$ -	52 E 2790 250 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-101-20220614	Eligible	Direct Allocation	Other Student Transportation Services	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - FFCRA Leave	\$ 7	\$ 7	\$ -	\$ -	\$ -	52 E 2790 260 0052 326	Approved at 6/9/2021 State Board Meeting.

402-1-102-20220614	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	FCCRA Leave Reimbursement-The district had extra expenses to cover the cost of additional leave of employees that had to miss work because of COVID. This leave was provided above and beyond leave taken in a normal school year. (Ex: Quarantine, Positive Cases, Close contacts). Detailed staff reports and details available upon request.	\$ 188	\$ 188	\$ -	\$ -	\$ -	52 E 3100 120 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-103-20220614	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Social Security - FFCRA Leave	\$ 0	\$ 0	\$ -	\$ -	\$ -	52 E 3100 220 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-104-20220614	Eligible	Direct Allocation	Food Services Operations	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Unemployment - FFCRA Leave	\$ 0	\$ 0	\$ -	\$ -	\$ -	52 E 3100 250 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-105-20220614	Eligible	Direct Allocation	Food Services Operations	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Work Comp - FFCRA Leave	\$ 0	\$ 0	\$ -	\$ -	\$ -	52 E 3100 260 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-106-20220614	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer Programs - USD 402 will be offering summer program options for all grade levels, a huge undertaking, but a great way to close the educational gaps caused by the pandemic. K-5 will have educational supports targeted at both reading and math. We have not had summer school in recent years. Staffing will consist of: Two teachers and 2 paras in each grade K-2nd, 1 teacher and 1 para in each grade 3rd-5th. The middle school will focus primarily on math- 1 teacher per grade 6th-8th. Augusta high will have a variety of credit recovery options which are designed to reduce the learning gap and keep students on track to graduate on time. Combined summer program needs will require 20+ teachers, Two coordinator positions, and 9 paraprofessionals. Anticipated student numbers: 90 elementary, 30-50 Middle school, 100 High School. No more than 10 students per class k-5. - Support Data/Evidence: In grades K-2, 44.5% of students are not proficient in reading, 38% in grades 3-5, and 42% in 6th-8th grade. In math, 36% of K-3 students are not proficient, 36% in grades 3-5, and 43% in grades 6-8.	\$ 4,860	\$ 4,860	\$ -	\$ -	\$ -	52 E 1000 120 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-107-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	11A. Planning and implementing summer learning or enrichment programs	Social Security- Summer Programs Non Certified	\$ 3,499	\$ 3,499	\$ -	\$ -	\$ -	52 E 1000 220 0052 326	Approved at 6/9/2021 State Board Meeting.

402-1-108-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	11A. Planning and implementing summer learning or enrichment programs	Unemployment- Summer Program Non Certified	\$ 46	\$ 46	\$ -	\$ -	\$ -	52 E 1000 250 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-109-20220614	Eligible	Direct Allocation	Instruction	Worker's Compensation	11A. Planning and implementing summer learning or enrichment programs	Work Comp- Summer Programs Non Certified	\$ 101	\$ 101	\$ -	\$ -	\$ -	52 E 1000 260 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-110-20220614	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	0	USD 402 would like to place a greater focus on intervention in reading at all four elementary schools in response to the pandemic. Renaissance Star Reading provides valuable data which can be used to reduce learning loss in 2021-22.	\$ 10,203	\$ -	\$ 10,203	\$ -	\$ -	52 E 1000 610 0052 326	Approved at 6/9/2021 State Board Meeting.
402-1-111-20220614	Eligible	Direct Allocation	Instruction	Technology-Related Software	12. Addressing learning loss among students, including vulnerable populations	InSync License- This is for digital learning and resource platform utilized by both teachers and students to address the differentiated learning needs of students who require/need additional reading supports due to COVID learning loss	\$ 14,670	\$ -	\$ 14,670	\$ -	\$ -	52 E 1000 735 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-112-20220614	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	The Great Minds Volume Library. This is a reading support resource utilized by teachers. The core and support texts provided in this library support each instructional module and are utilized by the teacher to present reading materials at a differentiated reading level for students reading below grade level due to COVID learning loss.	\$ 7,625	\$ -	\$ 7,625	\$ -	\$ -	52 E 1000 610 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-113-20220614	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	11A. Planning and implementing summer learning or enrichment programs	Summer School Supplies	\$ 52	\$ -	\$ 52	\$ -	\$ -	52 E 1000 610 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-114-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 64,500	\$ -	\$ 64,500	\$ -	\$ -	52 E 1000 110 0052 326	Approved at 9/14/2021 State Board Meeting.

402-1-115-20220614	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 11,500	\$ -	\$ 11,500	\$ -	\$ -	52 E 1000 120 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-116-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 5,814	\$ -	\$ 5,814	\$ -	\$ -	52 E 1000 220 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-117-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 76	\$ -	\$ 76	\$ -	\$ -	52 E 1000 250 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-118-20220614	Eligible	Direct Allocation	Instruction	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 160	\$ -	\$ 160	\$ -	\$ -	52 E 1000 260 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-119-20220614	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 2,500	\$ -	\$ 2,500	\$ -	\$ -	52 E 2100 110 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-120-20220614	Eligible	Direct Allocation	Support Services (Students)	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	52 E 2100 120 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-121-20220614	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 344	\$ -	\$ 344	\$ -	\$ -	52 E 2100 220 0052 326	Approved at 9/14/2021 State Board Meeting.

402-1-122-20220614	Eligible	Direct Allocation	Support Services (Students)	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 5	\$ -	\$ 5	\$ -	\$ -	52 E 2100 250 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-123-20220614	Eligible	Direct Allocation	Support Services (Students)	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 9	\$ -	\$ 9	\$ -	\$ -	52 E 2100 260 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-124-20220614	Eligible	Direct Allocation	Social Work Services	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 500	\$ -	\$ 500	\$ -	\$ -	52 E 2113 110 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-125-20220614	Eligible	Direct Allocation	Social Work Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 38	\$ -	\$ 38	\$ -	\$ -	52 E 2113 220 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-126-20220614	Eligible	Direct Allocation	Social Work Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 1	\$ -	\$ 1	\$ -	\$ -	52 E 2113 250 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-127-20220614	Eligible	Direct Allocation	Social Work Services	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 1	\$ -	\$ 1	\$ -	\$ -	52 E 2113 260 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-128-20220614	Eligible	Direct Allocation	Support Services - Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	52 E 2200 110 0052 326	Approved at 9/14/2021 State Board Meeting.

402-1-129-20220614	Eligible	Direct Allocation	Support Services - Instruction	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 230	\$ -	\$ 230	\$ -	\$ -	52 E 2200 220 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-130-20220614	Eligible	Direct Allocation	Support Services - Instruction	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 3	\$ -	\$ 3	\$ -	\$ -	52 E 2200 250 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-131-20220614	Eligible	Direct Allocation	Support Services - Instruction	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 6	\$ -	\$ 6	\$ -	\$ -	52 E 2200 260 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-132-20220614	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	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	52 E 2300 110 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-133-20220614	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	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 500	\$ -	\$ 500	\$ -	\$ -	52 E 2300 120 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-134-20220614	Eligible	Direct Allocation	Support Services - General Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 115	\$ -	\$ 115	\$ -	\$ -	52 E 2300 220 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-135-20220614	Eligible	Direct Allocation	Support Services - General Administration	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 2	\$ -	\$ 2	\$ -	\$ -	52 E 2300 250 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-136-20220614	Eligible	Direct Allocation	Support Services - General Administration	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 3	\$ -	\$ 3	\$ -	\$ -	52 E 2300 260 0052 326	Approved at 9/14/2021 State Board Meeting.

402-1-137-20220614	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 4,000	\$ -	\$ 4,000	\$ -	\$ -	52 E 2400 110 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-138-20220614	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 5,500	\$ -	\$ 5,500	\$ -	\$ -	52 E 2400 120 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-139-20220614	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 727	\$ -	\$ 727	\$ -	\$ -	52 E 2400 220 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-140-20220614	Eligible	Direct Allocation	Support Services - School Administration	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 10	\$ -	\$ 10	\$ -	\$ -	52 E 2400 250 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-141-20220614	Eligible	Direct Allocation	Support Services - School Administration	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 20	\$ -	\$ 20	\$ -	\$ -	52 E 2400 260 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-142-20220614	Eligible	Direct Allocation	Central Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 4,500	\$ -	\$ 4,500	\$ -	\$ -	52 E 2500 120 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-143-20220614	Eligible	Direct Allocation	Central Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 344	\$ -	\$ 344	\$ -	\$ -	52 E 2500 220 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-144-20220614	Eligible	Direct Allocation	Central Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 5	\$ -	\$ 5	\$ -	\$ -	52 E 2500 250 0052 326	Approved at 9/14/2021 State Board Meeting.

402-1-145-20220614	Eligible	Direct Allocation	Central Services	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 9	\$ -	\$ 9	\$ -	\$ -	52 E 2500 260 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-146-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 15,000	\$ -	\$ 15,000	\$ -	\$ -	52 E 2600 120 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-147-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 1,148	\$ -	\$ 1,148	\$ -	\$ -	52 E 2600 220 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-148-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 15	\$ -	\$ 15	\$ -	\$ -	52 E 2600 250 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-149-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 32	\$ -	\$ 32	\$ -	\$ -	52 E 2600 260 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-150-20220614	Eligible	Direct Allocation	Care and Upkeep of Grounds Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	52 E 2630 120 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-151-20220614	Eligible	Direct Allocation	Care and Upkeep of Grounds Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 77	\$ -	\$ 77	\$ -	\$ -	52 E 2630 220 0052 326	Approved at 9/14/2021 State Board Meeting.

402-1-152-20220614	Eligible	Direct Allocation	Care and Upkeep of Grounds Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 1	\$ -	\$ 1	\$ -	\$ -	52 E 2630 250 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-153-20220614	Eligible	Direct Allocation	Care and Upkeep of Grounds Services	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 2	\$ -	\$ 2	\$ -	\$ -	52 E 2630 260 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-154-20220614	Eligible	Direct Allocation	Safety	Part-Time Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 500	\$ -	\$ 500	\$ -	\$ -	52 E 2670 122 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-155-20220614	Eligible	Direct Allocation	Safety	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 38	\$ -	\$ 38	\$ -	\$ -	52 E 2670 220 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-156-20220614	Eligible	Direct Allocation	Safety	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 1	\$ -	\$ 1	\$ -	\$ -	52 E 2670 250 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-157-20220614	Eligible	Direct Allocation	Safety	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 1	\$ -	\$ 1	\$ -	\$ -	52 E 2670 260 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-158-20220614	Eligible	Direct Allocation	Vehicle Operation	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 4,500	\$ -	\$ 4,500	\$ -	\$ -	52 E 2710 120 0052 326	Approved at 9/14/2021 State Board Meeting.

402-1-159-20220614	Eligible	Direct Allocation	Vehicle Operation	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 344	\$ -	\$ 344	\$ -	\$ -	52 E 2710 220 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-160-20220614	Eligible	Direct Allocation	Vehicle Operation	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 5	\$ -	\$ 5	\$ -	\$ -	52 E 2710 250 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-161-20220614	Eligible	Direct Allocation	Vehicle Operation	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 9	\$ -	\$ 9	\$ -	\$ -	52 E 2710 260 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-162-20220614	Eligible	Direct Allocation	Monitoring Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ -	52 E 2720 120 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-163-20220614	Eligible	Direct Allocation	Monitoring Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 230	\$ -	\$ 230	\$ -	\$ -	52 E 2720 220 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-164-20220614	Eligible	Direct Allocation	Monitoring Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 3	\$ -	\$ 3	\$ -	\$ -	52 E 2720 250 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-165-20220614	Eligible	Direct Allocation	Monitoring Services	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 6	\$ -	\$ 6	\$ -	\$ -	52 E 2720 260 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-166-20220614	Eligible	Direct Allocation	Vehicle Servicing and Maintenance	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 500	\$ -	\$ 500	\$ -	\$ -	52 E 2730 120 0052 326	Approved at 9/14/2021 State Board Meeting.

402-1-167-20220614	Eligible	Direct Allocation	Vehicle Servicing and Maintenance	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 38	\$ -	\$ 38	\$ -	\$ -	52 E 2730 220 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-168-20220614	Eligible	Direct Allocation	Vehicle Servicing and Maintenance	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 1	\$ -	\$ 1	\$ -	\$ -	52 E 2730 250 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-169-20220614	Eligible	Direct Allocation	Vehicle Servicing and Maintenance	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 1	\$ -	\$ 1	\$ -	\$ -	52 E 2730 260 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-170-20220614	Eligible	Direct Allocation	Other Student Transportation Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 2,500	\$ -	\$ 2,500	\$ -	\$ -	52 E 2790 120 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-171-20220614	Eligible	Direct Allocation	Other Student Transportation Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 191	\$ -	\$ 191	\$ -	\$ -	52 E 2790 220 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-172-20220614	Eligible	Direct Allocation	Other Student Transportation Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 3	\$ -	\$ 3	\$ -	\$ -	52 E 2790 250 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-173-20220614	Eligible	Direct Allocation	Other Student Transportation Services	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 5	\$ -	\$ 5	\$ -	\$ -	52 E 2790 260 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-174-20220614	Eligible	Direct Allocation	Other Support Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -	52 E 2900 120 0052 326	Approved at 9/14/2021 State Board Meeting.

402-1-175-20220614	Eligible	Direct Allocation	Other Support Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 77	\$ -	\$ 77	\$ -	\$ -	52 E 2900 220 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-176-20220614	Eligible	Direct Allocation	Other Support Services	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 1	\$ -	\$ 1	\$ -	\$ -	52 E 2900 250 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-177-20220614	Eligible	Direct Allocation	Other Support Services	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 2	\$ -	\$ 2	\$ -	\$ -	52 E 2900 260 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-178-20220614	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 500	\$ -	\$ 500	\$ -	\$ -	52 E 3100 120 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-179-20220614	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 38	\$ -	\$ 38	\$ -	\$ -	52 E 3100 220 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-180-20220614	Eligible	Direct Allocation	Food Services Operations	Unemployment Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 1	\$ -	\$ 1	\$ -	\$ -	52 E 3100 250 0052 326	Approved at 9/14/2021 State Board Meeting.
402-1-181-20220614	Eligible	Direct Allocation	Food Services Operations	Worker's Compensation	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Stipend - We will be providing a \$500 incentive for all of our staff based on recommendations of the Governor and the Kansas Legislature and to retain our staff, so they do not leave for higher-paying positions.	\$ 1	\$ -	\$ 1	\$ -	\$ -	52 E 3100 260 0052 326	Approved at 9/14/2021 State Board Meeting.

402-1-182-20220614	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	12. Addressing learning loss among students, including vulnerable populations	NEW - Pay for costs related to adding 1 long-term substitute per school building (6 buildings) for the 21-22 school year. The need for long-term substitutes ties directly to COVID and learning loss. As teachers are ill or on quarantine, long-term subs have been able to fill in and maintain the continuity of learning and therefore significantly reducing learning loss for our students. Our long-term substitutes have allowed us to keep buildings open through the pandemic by transitioning to other buildings as needed to fill in for large numbers of teacher absences. Without them, we would have closed multiple buildings this year which would have resulted in significant learning loss.	\$ 29,624	\$ -	\$ 29,624	\$ -	\$ -	52 E 1000 115 0052 326	New Line Item
402-1-183-20220614	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	NEW - Long Term Subs - Social Security	\$ 2,462	\$ -	\$ 2,462	\$ -	\$ -	52 E 1000 220 0052 326	New Line Item
402-1-184-20220614	Eligible	Direct Allocation	Instruction	Tuition Reimbursement	12. Addressing learning loss among students, including vulnerable populations	NEW - Long Term Subs - Unemployment	\$ 32	\$ -	\$ 32	\$ -	\$ -	52 E 1000 250 0052 326	New Line Item
402-1-185-20220614	Eligible	Direct Allocation	Instruction	Unemployment Compensation	12. Addressing learning loss among students, including vulnerable populations	NEW - Long Term Subs - Work Comp	\$ 68	\$ -	\$ 68	\$ -	\$ -	52 E 1000 260 0052 326	New Line Item

**Kansas CommonApp (2020)**

3106-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



jEpzwzpm

# 436\_CaneyValley\_ESSERII\_Change

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## Applicant details

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

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

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

**Applicant / Entity Name** | USD#436-Caney Valley

**Applicant / Mailing Address**

| 700 East Bullpup Blvd, Caney, KS 67333

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Blake A. Vargas

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

**Applicant / Phone Number** | 6208799200

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

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

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## Application details

Full District Name | caney valley school district

District Number | 436

Mailing Address | Street Address | 700 East Bullpup Blvd

Mailing | City | Caney

Mailing Address | Zip Code | 67333

Authorized Representative of the District | blake a. vargas  
 | Name

Authorized Representative of the District | superintendent  
 | Position or Title

Authorized Representative of the District | vargas@caney.com  
 | Email Address

Authorized Representative of the District | +16208799200  
 | Phone Number

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

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

| Change request

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

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

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

- Coordination of preparedness and responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educaitional agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educaitional agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activies during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- Providing mental health services and supports.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by—
  - (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
  - (B) Implementing evidence-based

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

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

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

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

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

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

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

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

| Change request

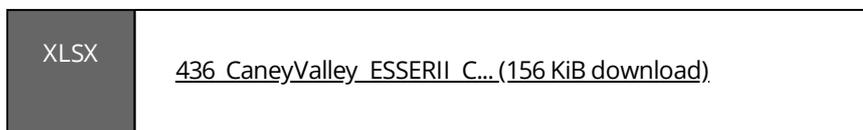
How will the district determine the impact of its ESSER II direct district allocation expenditures (and additional per-student allocation, if applicable) on students?

| Change request

### **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 | Blake A. Vargas

Date | 04/26/2022

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

USD	District Name	Data as of
436	Caney Valley	6/13/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
436-1-001-20220614	Eligible	Direct Allocation	Instructor	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	CHANGE REQUEST - This was previously approved as a non-certified position - we were unable to full this year, but hope to fill as a certified position the next two years. The Support Specialist in USD#436 Caney Valley will start as soon as possible. The individual will be responsible for assisting with developing our Tier 2 & 3 interventions on the academic and social emotional levels for our upper elementary and lower secondary students who are showing regression due to the COVID Pandemic. As we have seen the number of students below grade level and lacking reading and math skills increase since the pandemic started (especially at the lower levels as they missed some foundational skills last spring), this position will work with those students one-on-one or in small groups to help build those foundational skills and assist in closing the academic learning loss of those students.	\$ 94,864	\$ -	\$ -	\$ 47,432	\$ 47,432	77-1000-110-001	Approved at 2/8/2022 SB. Need moved to FY2022- Impacts approximately 390 students in grades K-6
436-1-002-20220614	Eligible	Direct Allocation	Instructor	Group Insurance	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	CHANGE REQUEST - previously approved - more accurate expense -Health Insurance for New Support Specialist	\$ 13,674	\$ -	\$ 3,674	\$ 5,000	\$ 5,000	77-1000-210-015	Approved at 2/8/2022 SB. Need moved to FY2022- Health Insurance for support specialist
436-1-003-20220614	Eligible	Direct Allocation	Instructor	Social Security Contributions	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Change request - previously approved - more accurate amount	\$ 13,500	\$ -	\$ 8,500	\$ 2,500	\$ 2,500	77-1000-220-015	Approved at 2/8/2022 SB. Need moved to FY2022- Social Security for support specialist
436-1-004-20220614	Eligible	Direct Allocation	Instructor	Unemployment Compensation	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Change request - previously approved - more accurate amount	\$ 500	\$ -	\$ 150	\$ 175	\$ 175	77-1000-260-015	Approved at 2/8/2022 SB. Need moved to FY2022- Unemployment for support specialist
436-1-005-20220614	Eligible	Direct Allocation	Instructor	Full-Time Certified Salaries	11B. Planning and implementing supplemental after-school programs	After School Extended Learning Opportunities will be provided three-four days a week to allow students time to extend 1-1 supports for academic improvements in order to close achievement gaps due to Covid.	\$ 23,400	\$ -	\$ 7,800	\$ 7,800	\$ 7,800	77-1000-111-002	Approved at 2/8/2022 SB. Need moved to FY2022- One instructor and the number of kids impacted would be around 100 (our most at-risk)

436-1-006-20220614	Eligible	Direct Allocation	Instruction-Related Technology	Supplies-Technology Related	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	In order to provide continued connectivity to our students in USD#436 - the purchase of updated student devices, as well as software and programs to run on the iPad are vital in addressing learning loss that occurred as a result of the pandemic. Academic software that will also target learning loss such as NearPod, MobyMax, Edgenuity, No Red Ink, and Fastbridge will be vital in assisting our staff in closing the gap created by the pandemic.	\$ 40,000	\$ -	\$ 40,000	\$ -	\$ -	77-2230-650-000	Approved at 2/8/2022 SB. Removed \$50,000 from SFY2021- Approximately 100 devices and licenses for software (Buying 100 Devices per year to sustain the technology and software).
436-1-007-20220614	Eligible	Direct Allocation	Psychological Services	Regular Certified Salaries	10. Providing mental health services and supports	Change request - Previously approved expense- with the success of a 1/2 time counselor at the Elementary, next year we would like to fully implemnt the counselor along with our mental health partnership that is currently in place	\$ 158,000	\$ -	\$ 42,000	\$ 58,000	\$ 58,000	77-2140-110-000	Approved at 2/8/2022 SB. Removed \$42,000 from SFY 2021-Total students impacted would be around 400
436-1-008-20220614	Eligible	Direct Allocation	Instruction	Full-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	Change Request - Previously approved for \$56,000 this is the actual amount	\$ 57,436	\$ -	\$ 57,436	\$ -	\$ -	77-1000-111-000	Approved at 2/8/2022 SB. Need moved to FY2022- plan interventions to address the loss we have seen due to the impact of Covid
436-1-009-20220614	Eligible	Direct Allocation	Operation of Buildings	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	Change Request - Previously approved for \$5,000 annually, this is an increase request annually	\$ 15,750	\$ -	\$ 5,250	\$ 5,250	\$ 5,250	77-2610-618-000	Approved at 8/10/2021 State Board Meeting. Removed \$5,000 from SFY 2021-- Supplies for cleaning
436-1-010-20220614	Eligible	Direct Allocation	Instruction	Summer School	11A. Planning and implementing summer learning or enrichment programs	Change request -Previously approved, we would like to expand this offering to our Jr/Sr High level students and therefore are doubling the amount of staff required.	\$ 18,000	\$ -	\$ 6,000	\$ 6,000	\$ 6,000	77-1000-949-000	Approved at 8/10/2021 State Board Meeting. Removed \$5,000 from SFY 2021-Approximately 5 teachers and around 200 students estimated. Runs month of June, 4 days a week, all day sessions.
436-1-011-20220614	Eligible	Direct Allocation	Instructional Staff Training Services	Professional Development	3. Providing principals and other school leaders with resources to address individual school needs	Nearpod, Edgenuity, Fastbridge, MobyMax, and NoRed Ink, are all resources that would assist our school leaders in addressing the needs of students that have suffered learning loss due to Covid, but would need professional development in these areas to be fully prepared. In addition, we plan to send out leaders to conferences that will also provide valuable training and resources that can be used to directly aid in the disparity that was caused because of the pandemic.	\$ 10,000	\$ -	\$ 10,000	\$ -	\$ -	77-2213-946-000	Approved at 8/10/2021 State Board Meeting. Removed \$10,000 from SFY 2021- Approximately 63 teachers will participate in this professional development.

436-1-012-20220614	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Covid Retention Incentive for our Classified staff. With increased difficulties and challenges during this time, it is imperative that we retain staff in order to provide an optimal educational experience for our community.	\$ 37,475	\$ -	\$ 37,475	\$ -	\$ -	77-1000-120-000	Approved at 2/8/2022 SB. Applicant responded via email: The Covid Retention Incentive Premium Pay is based on number of classified contract days associated with the position. Employees are tiered based on days. Category 1 82-84.5 Days receive \$300 , Category 2 126-174 Days receive \$600, Category 3 182-199 Days \$750 - One employee is in between category 3 and 4 on days and will be paid \$875, and Category 4 254-260 Days will receive \$1000. Employees must have been employed with us this school year and stay past December 1st, we are seeing the largest impact of covid during the holiday season and want to retain our staff through this premium pay. The anticipated payment date will occur shortly after the retention date is passed. Please let me know if there are other items or explanations I can provide.
436-1-013-20220614	Eligible	Direct Allocation	Instruction	Full-Time Non-Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	NEW ITEM - We have seen an increase in behaviors and would like to begin to implement some Positive Behavior Interventions as well as implementation of tiered consequences with ISS, Saturday School, both before and after school detention. This individual would focus on interventions and prevention of the behaviors that are associated with the increase among students since the Covid-19 impact.	\$ 75,000	\$ -	\$ -	\$ 37,500	\$ 37,500	77-1000-121-000	New Line Item

**Kansas CommonApp (2020)**

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



ZEVkeQBp

# 445\_Coffeyville\_ESSERII\_Change

Applicant details

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

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

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

**Applicant / Entity Name** | 445 Coffeyville

**Applicant / Mailing Address**

USD 445 Board of Education  
615 Ellis  
Coffeyville, KS 67337

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

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

**Applicant / Phone Number** | 6202526400

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

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

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

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

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

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

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

[Download Form W-9](#)

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

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

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## Application details

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Improved air quality and continued cleaning and sanitizing of the facilities will positively impact the attendance of students as they will be back in school every day.

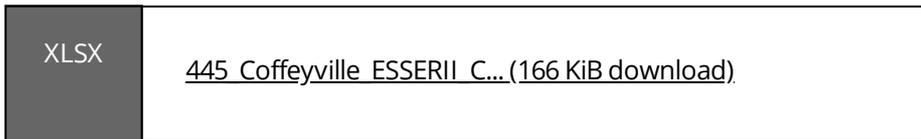
### **Notes on ESSER II application Excel template:**

- Plans and budgets should be submitted for at least a 12 month period but do not need to account for the full duration of the program or the full allocation amount. Funds will remain accessible to the LEA until September 30, 2023 and there will

be additional opportunities to submit further requests/plans in the future.

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

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



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

Providing principals and 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 | Michael W. Speer

Date | 05/26/2022

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USD	District Na	Data as of
445	Coffeyville	6/29/2022

Expenditure ID	Eligibility Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
445-1-001-20220712	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST - 05/26/2022: An instructional interventionist will be hired to work specifically with the Tier II and Tier III students directly on learning loss due to the COVID pandemic. This is being implemented instead of having each teacher work with students. In addition, a 3rd year 2023-2024 for the instructional coach that helps all teachers will be added. Additionally, a technology integration position will be hired to instruct both teachers and help students with the use of technology within the classroom as well as those students who are on remote due to COVID related absences. Better integration of technology in the classroom will help with student learning loss and connecting back to the classroom. Interventional: 1.0 FTE x \$52,500/yr. x 2 yrs. = \$105,000 Instructional: 1.0 FTE x \$60,000 x 1 yr. = \$60,000. Instructional Integrationist: 1.0 FTE x \$75,000 x 1 yr. 1.0 FTE Instructional Coach will be hired to differentiate data from Panorama and other assessments to target specific learning loss students might have incurred during the COVID-19 pandemic. The instructional coach will work closely with teachers to provide the necessary data as well as instructional and best practices that may be used. 1.0 FTE x \$60,000/year x 2 yrs. = \$120,000	\$ 359,000	\$ -	\$ 60,000	\$ 186,500	\$112,500	99100	Change Request: Previously approved for \$60,000 SFY 2022, \$60,000 SFY 2023
445-1-002-20220712	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	During the summer months, individualized plans for students will be created to combat learning loss during the COVID-19 time. Teachers will work with individual students at different times during the day on areas where student's greatest need is identified. 20 days x 10 teachers x 3 hrs./day x \$30/hr. x 2 yrs. = \$36,000	\$ 36,000	\$ -	\$ 11,724	\$ 24,276	\$ -	99107	Approved at the 6/9/2021 State Board Meeting

445-1-003-20220712	Eligible	Direct Allocation	Instruction	Part-Time Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST - 05/26/2022: This was originally charged to a different account number, and although done was scharged heere as a stipend. To address student learning loss, the district will be implementing Professional Learning Communities (PLCs) throughout the district. This is a 2-3-year program for full implementation with support. To start, teacher will participate in a 4 days intensive training over the summer in preparation for the upcoming school year. New teachers to the district will be trained in the summer for the two years remaining 110 FTE x \$289.59 (avg/day) x 4 days x 1 yr. = \$121,352, New Teacher Training: 15 FTE x \$275.80 (avg/day) x 4 days x 2 yrs. = \$33,096 Teachers will be paired with a small group of students to work individually and as a group on specific areas of need to address specific learning loss that occurred during the pandemic. Teachers will make sure students are achieving the required standards for the subject material and that students have recovered from the learning loss. A stipend for this additional instruction time will be paid to each teacher in the district. 110 teachers x \$1,500/teacher x 2 yrs. = \$330,000	\$ 193,610	\$ -	\$ 127,418	\$ 33,096	\$ 33,096	99108	Change Request: Previously approved for \$110,000 SFY 2022 and \$220,000 SFY 2023
445-1-004-20220712	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST - 05/26/2022: Due to the COVID pandemic we were unable to hire staff members to fill the teacher assistant positions we needed for student pull out and additional help due to learning loss. Funds will be move to the FY2023 and FY2024 year to hire additional staff. No change in salary amount, only shifting expected year in which expense will take place. Teacher assistants will be hired to work with students while the teacher in the classroom is engaged in intensive classroom instruction and will assist the teacher in working with students in the classroom. This will free up the teacher to work more exclusively with the students of greatest need from the learning loss during COVID. 4 TAs (2.4 FTE) x 1,197 hrs./yr. x 2 yrs. x \$12.90/hr. = \$123,530	\$ 123,530	\$ -	\$ -	\$ 61,765	\$ 61,765	99102	Approved at the 6/9/2021 State Board Meeting
445-1-005-20220712	Eligible	Direct Allocation	Instruction	Health and Accident Insurance	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST - 05/26/2022: Adding the interventionalist position will increase the amount needed for health insurance. Also, by adding on the 3rd year of an instructional coach will increase the amount needed for health insurance for that year. Including the technology integration position for 1 year will increase health care costs. Interventionalist Dependent Medical Plan: 1.0 FTE x \$17,004/yr. x 2 yrs. = \$34,008. Instructional coach dependent plan: 1.0 FTE x \$17,004/yr. x 1 additional yr. = \$17,004; Technology Integration dependent plan 1.0 FTE x \$17,004/yr. x 1 yr. = \$17,004. With the hiring of new staff to help with the learning loss of students during COVID, standard benefits provided by the district will be offered that includes health insurance through the state of Kansas Employee Health Plan. Dependent Plan: 3 employees x \$17,004/yr. x 2 yrs. = \$102,024 Single Plan: 2 employees x \$9,709/yr. x 2 yrs. = \$38,836	\$ 208,876	\$ -	\$ 70,430	\$ 104,438	\$ 34,008	99200	Change Request: previously approved for \$70,430 SFY 2022 and 2023

445-1-006-20220712	Eligible	Direct Allocation	Instruction	Life Insurance	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST - 05/26/2022: With the addition of the interventionalis position, 2 years of life insurance will be needed. In addition, the 3rd year for the instructional coach will require one more year of life insurance as well. Technology integration position for 1 year will increase life insurance cost. Interventionalist: 1.0 FTE x \$60/yr x 2 yrs = \$120. Instructional Coach: 1.0 FTE x \$60/yr. x 1.0 additional yr. = \$60; Technology Integration 1.0 FTE x \$60/yr. x 1 yr. = \$60 With the hiring of new staff to help with the learning loss of students during COVID, standard benefits provided by the district will be offered including a \$25,000 life insurance policy through Standard Insurance Co. 5 employees x \$60/yr. x 2 yrs. = \$600	\$ 840	\$ -	\$ 300	\$ 420	\$ 120	99201	Change Request: previously approved for \$300 SFY 2022 and 2023
445-1-007-20220712	Eligible	Direct Allocation	Instruction	Social Security Contributions	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST - 05/26/2022: With the addition of the interventionalis position and the additional 3rd year of the instructional coach, additional FICA expenses will occur. Technology Integration position will have FICA expenses associated with the salary amount. FICA expenses calculated at 7.65% of the salaries CHANGE REQUEST - 08/31/21: With the addition of the Retention Incentive being given and the incentive increase in substitute wages, the FICA expenses will increase. 7.65% of total salaries FICA expense for all instructional salaries calculated at 7.65%	\$ 103,344	\$ -	\$ 43,270	\$ 45,424	\$ 14,650	99220	Change Request: Previously approved for \$43,270 SFY 2022, \$36,319 SFY 2023 and \$6,044 SFY 2024
445-1-008-20220712	Eligible	Direct Allocation	Instruction	Professional - Education Services	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST - 05/26/2022: We needed to order additional licenses for Dreambox to fully cover the high school. The original figures did not include the entire high school. Dreambox additional License of \$21,004 CHANGE REQUEST - 08/31/21: To specifically target student learning loss, two programs are being requested for implementation in the schools. Dreambox Learning licenses for use in the K-12 math classrooms to address learning loss of students and LEXIA Core-3 Licenses for the school district to use to address student learning loss. Both of these programs are new to the district. Dreambox: 3 year license x 30,105.82/year, Lexia: 3 year license x \$21,255/year. Online instruction program (not yet determined) such as "Study Island" will be purchased to enhance instructional opportunities for specific students at various levels of determined need. \$2,000/yr. x 2 yrs. = \$4,000	\$ 181,448	\$ -	\$ 181,448	\$ -	\$ -	99300	Change Request: Previously approved for \$156,082 SFY 2022 and \$2000 SFY 2023

445-1-009-20220712	Eligible	Direct Allocation	Instruction	Professional Employee Training and Development Services	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST - 05/26/2022: Amount requested has been reduced and shifted to FY23 and FY24 for the additional training needed. Reduce budget from \$70,000 each year to \$65,000 each year. Amount is reduced due to the desired training needed. CHANGE REQUEST - 08/31/21: Updates not charge to the first year, but part of 2nd year. average \$70,000/yr. x 2 yrs. = \$140,000 To affect change and address the learning loss, the district will implement Professional Learning Communities (PLC) throughout the district. This contracted services with "The Learning Tree" for PLC professional development will be a two-year process and will involve all teachers and principals in the buildings. \$70,000/yr. x 2 yrs. = \$140,000 (estimated)	\$ 131,000	\$ -	\$ -	\$ 65,500	\$ 65,500	99301	Change Request: Previously approved for \$140,000 SFY 2022
445-1-010-20220712	Eligible	Direct Allocation	Instruction	Technology-Related Repairs and Maintenance	5. Procedures and systems to improve LEA preparedness and response efforts	CHANGE REQUEST - 05/26/2022: The amount will be reallocated to contracted services for our network. Instead of new equipment to better meet the needs of the students, a better understanding and monitoring of the existing equipment will be utilized and provided/maintained by a contractor. This will be in addition to the current staff we have in the district. This is due to the increased connectivity and technology in our classrooms Estimated at \$2,875 per year. CHANGE REQUEST - 08/31/21: Updates not charge to the first year, but part of 2nd year. Estimated at \$13,000 Due to the increased traffic and use of streaming and student connectivity in the classroom due to COVID protocols, additional fiber must be pulled to the buildings and new ends put on. This will also require some additional consulting with network experts such as Concergent out of Wichita, KS. Installation of new fiber and consultant work, \$13,000.	\$ 63,000	\$ -	\$ 5,250	\$ 28,875	\$ 28,875	99400	Change Request: previously approved for \$13,000 SFY 2022
445-1-011-20220712	Eligible	Direct Allocation	Instruction	Communications	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	CHANGE REQUEST - 08/31/21: Updated budget figures only. \$30 x 12 mo. X 50 students x 2 yrs For students who do not have connectivity at home, cellular hotspots will be obtained and checked out. This will allow for students to be able to connect from home and work on not only classroom assignments but also those enrichment opportunities to help make us for any learning loss. \$30/mth. x 12 mths x 50 students x 2 yrs. = \$36,000	\$ 36,000	\$ 4,140	\$ 18,000	\$ 13,860	\$ -	99501	Approved at the 9/14/2021 State Board Meeting

445-1-012-20220712	Eligible	Direct Allocation	Instruction	General Supplies and Materials (includes computer software)	12. Addressing learning loss among students, including vulnerable populations	CHANGE REQUEST - 05/26/2022: The 95% Group LLC provides supplies and materials centered around phonic lessons to be used in the classrooms. These materials are directed towards those students with the greatest learning loss due to the COVID pandemic and students being. Materials include site license, phonological awareness screeners and awareness, basic, advanced and multisyllable phonics kits. This will be for K-6 grade levels. 95% Group material is \$78,180. Budget increased from \$3,000 to \$81,180. Classroom supplies for working with students in the classroom targets specifically towards enrichment activities dealing with the learning loss during the pandemic. Based on the number of students and teachers, Elementary School: \$1,500, Middle School: \$500, High School \$1,000	\$ 81,180	\$ -	\$ 78,612	\$ 2,568	\$ -	99602	Change Request: previously approved for \$1,500 SFY 2022 and 2023
445-1-013-20220712	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	CHANGE REQUEST - 05/26/2022: To save on funds, existing computers will be repurposed with Google licenses (instead of Windows) that will work far more efficiently for students accessing their google drives and documents. Funds will be reduced for the purchase of software. Reduction of funds \$38,400 With the increased use in technology and to further prevent the spread of COVID, LCD TVs will be placed in all classrooms so that students will be able to stream their laptops to the monitors so the entire class will be able to see. This will allow for students to share work while social-distancing within the classroom. Student who are remote will be able to be involved in the classroom and seen by the whole class as the teacher will be able to stream their live video to the entire class. Addition, 150 Dell Latitude 2-in-1 laptops will be purchased for student use. These computers will be used in the elementary building at the 2nd grade level so students do not have to share computers with other students, thus helping to prevent the spread of COVID. TVs: 125 classroom areas x \$799 ea. = \$99,875	\$ 133,775	\$ -	\$ 133,775	\$ -	\$ -	99170	Change request: previously approved for \$172,175 SFY 2022
445-1-014-20220712	Eligible	Direct Allocation	Instruction	Furniture and Fixtures	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	To help with the cleaning of furniture and to reduce the spread of COVID on high touch areas in the classrooms, two grade levels will have the cloth chairs replaced with hard plastic chairs to make it easier to spray and clean each night. The district only has two grade levels where cloth chairs are used. This will aid in implementing health protocols in operating the school. 150 chairs/grade level x 2 grade levels x \$212.13/chair = \$63,637	\$ 63,637	\$ -	\$ 63,637	\$ -	\$ -	99172	Approved at the 6/9/2021 State Board Meeting
445-1-015-20220712	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	10. Providing mental health services and supports	CHANGE REQUEST - 05/26/2022: Some additional days were utilized by the counselors to help students during the year and early months, but this is no longer needed at this time. Funds will be reallocated. Reduce budget by \$8,342 Additional days will be added to the school counselors' contract to allow them to coordinate efforts and mental health services for students who are experiencing high levels of anxiety and stress due to the COVID-19 pandemic and the return to school. These efforts will continue for 2 years during the summer months. 5 counselors x 5 days x \$285/day average salary x 2 yrs. =	\$ 5,908	\$ -	\$ 5,908	\$ -	\$ -	99103	Change Request: previously approved for \$7,125 SFY 2022 and 2023

445-1-016-20220712	Eligible	Direct Allocation	Support Services (Students)	Social Security Contributions	10. Providing mental health services and supports	CHANGE REQUEST - 05/26/2022: With the reduction in the salaries of the support services budget, the FICA line item needs to be adjusted down as well. Reduce budget \$1,331 CHANGE REQUEST - 08/31/21: With the addition of the Retention Incentive being given, the FICA expenses will increase. 7.65% of total salaries FICA expense for all support staff salaries calculated at 7.65%	\$ 911	\$ -	\$ 911	\$ -	\$ -	99221	Change request: previously approved for \$1,390 SFY 2022 and \$852 SFY 2023
445-1-017-20220712	Eligible	Direct Allocation	Support Services (Students)	General Supplies and Materials (includes computer software)	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	CHANGE REQUEST - 05/26/2022: More of the expected funds were spent in the FY22 year than expected. Budget will be adjusted. Reallocate funds to the FY22 year from the FY23 expected expenses. CHANGE REQUEST - 08/31/21: PPE not purchased in first year. \$9,000/yr. x 2 yrs. Purchasing PPE materials for 2,200 students, staff and school visitors including masks, gloves, etc. to reduce the spread of COVID. \$9,000/yr. x 2 yrs. = \$18,000	\$ 18,000	\$ -	\$ 15,972	\$ 2,028	\$ -	99620	Approved at the 9/14/2021 State Board Meeting
445-1-018-20220712	Eligible	Direct Allocation	Support Services - School Administration	Part-Time Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	CHANGE REQUEST - 05/26/2022: Additional time for planning was needed and additional staff were brought in. The amount projected, was less due to additional days being added. Increase budget by \$4,442 to cover additional day of salaries. Principals and Assistant Principals will all be present at the Professional Learning Communities training for four days in the summer. The training will provide the necessary skills and information to the principals to help teachers address individual student needs within their schools. Principals are already under contract, but the Assistant Principals will have 4 days that is not part of their contract and will be paid their daily rate similar to the teachers. 5 Assistant Principals x \$352 average daily rate x 4 days x 1 yr. = \$7,040	\$ 11,482	\$ -	\$ 11,482	\$ -	\$ -	99104	Change request: previously approved for \$7,040 SFY 2022
445-1-019-20220712	Eligible	Direct Allocation	Support Services - School Administration	Social Security Contributions	3. Providing principals and other school leaders with resources to address individual school needs	CHANGE REQUEST - 05/26/2022: Increased FICA expenses due to increase salary amount. FICA figured at 7.65% of salary amount. CHANGE REQUEST - 08/31/21: With the addition of the Retention Incentive being given, the FICA expenses will increase. 7.65% of total salaries FICA expense for all administrative salaries calculated at 7.65%	\$ 1,758	\$ -	\$ 1,758	\$ -	\$ -	99222	Change request: previously approved for \$920 SFY 2022
445-1-020-20220712	Eligible	Direct Allocation	Safety	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	Purchase of UV bulbs, to be placed in HVAC units, and test strips to help prevent the spread of COVID within the school buildings increasing the air quality. Est. \$3,500/yr. bulb and test replacement x 2 yrs. = \$7,000	\$ 7,000	\$ -	\$ 3,500	\$ 3,500	\$ -	99630	Approved at the 6/9/2021 State Board Meeting

445-1-021-20220712	Eligible	Direct Allocation	Safety	Cleaning Supplies and Chemicals	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	CHANGE REQUEST - 08/31/21: Updated budget figures only. Averaged at \$14,500/year x 2 yrs Cleaning supplies used throughout the district in the increased efforts to clean and sanitize the district facilities to make them ready for student, staff and community. Cleaning supplies include items that have been implemented due to the COVID-19 pandemic. Items such as paper towels for each classroom, wipes, etc. to implement local health protocols in cleaning the facilities. Est. \$14,500/yr. x 2 yrs. = \$29,000	\$ 29,000	\$ 2,407	\$ 14,593	\$ 12,000	\$ -	99631	Approved at the 9/14/2021 State Board Meeting
445-1-022-20220712	Eligible	Direct Allocation	Safety	Cleaning Supplies and Chemicals	7. Purchasing supplies to sanitize and clean LEA and school facilities	CHANGE REQUEST - 08/31/21: Updated budget figures only. Averaged at \$15,000/year x 2 yrs Chemicals and usable supplies used to clean the district that are due to the COVID-19 pandemic. These cleaning chemicals and supplies have been implemented in response to the pandemic and include items such as Gen-a-Fect spray cleaner/sanitizer, spray bottles for the classrooms, face shields, N95 masks, hand sanitizing chemicals, vital oxide to spray the classrooms and traffic areas to sanitize and prevent the spread of COVID. Est. \$15,000/yr. x 2 yrs. = \$30,000	\$ 30,000	\$ -	\$ 17,000	\$ 13,000	\$ -	99632	Approved at the 9/14/2021 State Board Meeting
445-1-023-20220712	Eligible	Direct Allocation	Safety	Equipment	7. Purchasing supplies to sanitize and clean LEA and school facilities	Equipment used to sanitize and clean the facilities to help prevent the spread of COVID. Sprayers/ionizers are used to spray vital oxide and other chemicals in the classrooms, offices, and gymnasiums after each day. Backpack sprayers are used for bleachers and playground equipment to be sanitized after use. Victory Ionizers: 10 Victory Ionizers x \$900 ea. = \$9,000 Backpack sprayers: 3 sprayers x \$500 ea. = \$1,500 Backpack sprayers: 3 sprayers x \$500 ea. = \$1,500	\$ 10,500	\$ -	\$ 5,250	\$ 5,250	\$ -	99670	Approved at the 6/9/2021 State Board Meeting
445-1-024-20220712	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST - 05/26/2022: There were originally 2 people not included in the retention incentive. Increase budget by \$1,000 to cover expenses. NEW ITEM - 08/31/21: As instructional staff is difficult to retain due to fear of COVID outbreaks, and to effectively address the learning loss of students.	\$ 57,500	\$ -	\$ 57,500	\$ -	\$ -	99111	New Line Item
445-1-025-20220712	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - 08/31/21: As instructional staff is difficult to retain due to fear of COVID outbreaks, and to effectively address the learning loss of students.	\$ 23,000	\$ -	\$ 23,000	\$ -	\$ -	99112	Approved at the 9/14/2021 State Board Meeting
445-1-026-20220712	Eligible	Direct Allocation	Support Services (Students)	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST - 05/26/2022: Two people were originally thought to be in this category but were given the incentive under the instructional category. Decrease budget by \$1,000. NEW ITEM - 08/31/21: As support staff is difficult to retain due to fear of COVID outbreaks, and to effectively address the learning loss of students.	\$ 6,000	\$ -	\$ 6,000	\$ -	\$ -	99113	Change Request: previously approved for \$7,000 SFY 2022

445-1-027-20220712	Eligible	Direct Allocation	Library/Media Services	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - 08/31/21: As instructional support staff is difficult to retain due to fear of COVID outbreaks, and to effectively address the learning loss of students.	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	99114	Approved at the 9/14/2021 State Board Meeting
445-1-028-20220712	Eligible	Direct Allocation	Library/Media Services	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - 08/31/21: FICA expense for all instructional support staff salaries	\$ 383	\$ -	\$ 383	\$ -	\$ -	99227	Approved at the 9/14/2021 State Board Meeting
445-1-029-20220712	Eligible	Direct Allocation	Support Services - General Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - 08/31/21: Certified central office staff is difficult to retain due to fear of COVID outbreaks, and to effectively run the district.	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ -	99115	Approved at the 9/14/2021 State Board Meeting
445-1-030-20220712	Eligible	Direct Allocation	Support Services - General Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - 08/31/21: Classified central staff is difficult to retain due to fear of COVID outbreaks, and to effectively run the district during these times.	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ -	99116	Approved at the 9/14/2021 State Board Meeting
445-1-031-20220712	Eligible	Direct Allocation	Support Services - General Administration	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - 08/31/21: FICA expense for all central office staff salaries	\$ 268	\$ -	\$ 268	\$ -	\$ -	99224	Approved at the 9/14/2021 State Board Meeting
445-1-032-20220712	Eligible	Direct Allocation	Support Services - School Administration	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - 08/31/21: Administrative staff is difficult to retain due to fear of COVID outbreaks, and to effectively address the learning loss of students.	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	99117	Approved at the 9/14/2021 State Board Meeting
445-1-033-20220712	Eligible	Direct Allocation	Support Services - School Administration	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - 08/31/21: Classified central staff is difficult to retain due to fear of COVID outbreaks, and to effectively address the learning loss of students.	\$ 6,500	\$ -	\$ 6,500	\$ -	\$ -	99120	Approved at the 9/14/2021 State Board Meeting
445-1-034-20220712	Eligible	Direct Allocation	Operation & Maintenance of Plant	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - 08/31/21: Custodial/Maintenance staff is difficult to retain due to fear of COVID outbreaks, and to make sure buildings are cleaned and ready for students.	\$ 11,000	\$ -	\$ 11,000	\$ -	\$ -	99250	Approved at the 9/14/2021 State Board Meeting

445-1-035-20220712	Eligible	Direct Allocation	Operation & Maintenance of Plant	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - 08/31/21: FICA expense for all custodial/maintenance staff salaries	\$ 842	\$ -	\$ 842	\$ -	\$ -	99225	Approved at the 9/14/2021 State Board Meeting
445-1-036-20220712	Eligible	Direct Allocation	Food Services Operations	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - 08/31/21: Food Service staff is difficult to retain due to fear of COVID outbreaks, and other incentives to not return to regular work around the students, an incentive will be given to all returning staff members to return and stay at work to educate students in the classrooms.	\$ 12,500	\$ -	\$ 12,500	\$ -	\$ -	99311	Approved at the 9/14/2021 State Board Meeting
445-1-037-20220712	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	CHANGE REQUEST - 05/26/2022: With the increase of salary expenses, FICA expenses will also increase due to staff overtime and eating in the classrooms. FICA Calculated at 7.65% of salary expenses. NEW ITEM - 08/31/21: FICA expense for all food service staff salaries	\$ 5,351	\$ -	\$ 5,351	\$ -	\$ -	99226	Change Request: previously approved for \$956 SFY 2022
445-1-038-20220712	Eligible	Direct Allocation	Food Services Operations	Miscellaneous Supplies	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	NEW ITEM - 08/31/21: Supplies necessary to delivery food to the classrooms for social distancing.	\$ 884	\$ -	\$ 884	\$ -	\$ -	99710	Approved at the 9/14/2021 State Board Meeting
445-1-039-20220712	Eligible	Direct Allocation	Support Services - School Administration	Purchased Professional & Technical Services	12. Addressing learning loss among students, including vulnerable populations	NEW ITEM - 08/31/21: Additional resources for the Professional Learning Communities that have been implemented throughout the school district this year are needed for the school administration to better serve the teachers and the PLC groups. Funds will be reduced elsewhere to purchase these additional resources targeted to the administrators.	\$ 540	\$ -	\$ 540	\$ -	\$ -	99230	Approved at the 9/14/2021 State Board Meeting
445-1-040-20220712	Eligible	Direct Allocation	Instruction	Temporary Certified Substitute Salaries for Certified Staff	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW ITEM - 08/31/21: Due to the pandemic and the spread of the COVID Delta varriant, there are very few substitute teachers who are willing to come into the school system. As we are trying to get everything back to normal as best we can for students, without having a substitute teacher in the classroom we are having to pull existing staff from other responsibilities such as workign with small group on reading and math to cover classrooms. Funds will be used to incentivize the substitute pay. Current daily rate is \$100. Funds are being requested to increase that amount by \$50. We are also competing with neighboring school districts for substitutes who have also increased substitute rate of pay. Only the increase will be charged to ESSER, not the base rate.	\$ 237,000	\$ -	\$ 79,000	\$ 79,000	\$ 79,000	99125	Approved at the 9/14/2021 State Board Meeting

445-1-041-20220712	Eligible	Direct Allocation	Food Services Operations	Social Security Contributions	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	NEW REQUEST - 05/26/2022: As efforts to retain staff become increasingly difficult, I have more of my current staff working extra hours and overtime hours to make sure food is ready for the children. These additional hours are because I am unable to attract quality people to the position. In an effort to social distance students during lunch period, two grade levels ate lunches in their classrooms instead of the lunch room. This required additional staff to prep the trays, deliver the trays, and pick them up after lunch period. 8 hrs/day x 171 days x \$18.00 avg overtime rate = \$24,624. Additional staff due to eating in the classroom 4 x 4 hrs/day x \$12.00 x 171 days = \$32,832	\$ 57,456	\$ -	\$ 57,456	\$ -	\$ -	99312	New Line Item
445-1-042-20220712	Eligible	Direct Allocation	Instruction	Software	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	NEW REQUEST - 05/26/2022: To assist students with their classes, especially if we have to go to remote learning, or students are quarantined at home due to COVID related illness, the google platform license will be far more efficient than the Windows licenses for the one-to-one computers. These licenses will be installed as the new OS for the computers in the district, facilitating ease of use for the students. 1,200 licenses x \$32.00 ea. = \$38,400. Remaining funds (\$2,729) from planned HVAC will be moved to this SACCT to facilitate various additional licenses as new computers are needed for students.	\$ 41,129	\$ -	\$ 38,400	\$ 2,729	\$ -	99603	New Line Item

**Kansas CommonApp (2020)**

3118-ESSER II ESSER II Application (Funding Agency or Entity: Kansas State Department of Education)



GjyOvJVQ

# 484\_Fredonia\_ESSER II\_Change\_0504

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## Applicant details

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

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

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

**Applicant / Entity Name** | USD 484

**Applicant / Mailing Address**

| 300 N 6th  
Fredonia, KS 66736

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Brian Smith

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

**Applicant / Phone Number** | 620-378-4177

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

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

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## Application details

Full District Name | Fredonia

District Number | 484

Mailing Address | Street Address | 300 N 6th

Mailing | City | Fredonia

Mailing Address | Zip Code | 66736

Authorized Representative of the District | Name | Brian Smith

Authorized Representative of the District | Position or Title | Superintendent

Authorized Representative of the District | Email Address | bsmith@fredoniaks.com

Authorized Representative of the District | Phone Number | +16203784177

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.

| This information is included in original application - just wanting resubmit change request.

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.

| We will spend the remaining balance of \$18,000, over the summer with items that will be approved by the board.

**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 made changes to the original plan with updated numbers and added a few items that will be beneficial next 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?

| We spent a large portion of our funds to decrease our class sizes and start up an after school program. We hope to see our assessment scores increase with the efforts our staff and put in.

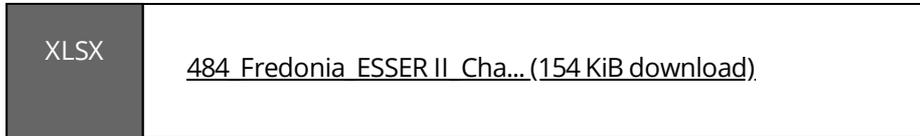
### **Notes on ESSER II application Excel template:**

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

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

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

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



# Local Education Agency (LEA) Assurances

## Section I. General Grant Assurances for Federal Funds

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

34 CFR §76.702 Fiscal control and fund accounting procedures.

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

accounting for Federal funds.

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

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

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

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

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

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

34 CFR §76.722 Subgrantee reporting requirements.

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

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

[72 FR 3703, Jan. 25, 2007]

34 CFR §76.730 Records related to grant funds.

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

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

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

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

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

34 CFR §76.731 Records related to compliance.

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

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

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

2 CFR Subpart D – Post Federal Award Requirements

§200.302 Financial management.

§200.303 Internal controls.

§200.305 Payment.

§200.313 Equipment.

§200.314 Supplies.

§200.318 General procurement standards.

§200.320 Methods of procurement to be followed;

2 CFR 200 Subpart E: Cost Principles:

§200.403 Factors affecting allowability of costs.

§200.404 Reasonable costs.

§200.405 Allocable costs.

§200.413 Direct costs.

§200.415 Required certifications.

§200.430 Compensation—personal services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

## Certification

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

Electronic Signature | Brian Smith

Date | 05/04/2022

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

USD	District Na	Data as of
484	Fredonia	6/13/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
484-1-001-20220614	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	BRIDGES - Change Request (+\$8,330.01)	\$ 39,384	\$ -	\$ 39,384	\$ -	\$ -	75009	Change Request: Previously approved for \$31,012 SFY 2022 at the 11/9/2021 State Board Meeting. (original notes) Per narrative, In terms of learning impacts, we are still examining the impact of the pandemic on student achievement but did see a markedly larger number of failing grades, especially at the secondary level. In addition, the percentage of students in the lowest level of the state assessments across all areas. In order to increase learning, the entire elementary faculty members underwent Fastbridge & Bridges training this summer. We believe the consistency in teaching practice will not only mitigate any loss but accelerate the pace at which students learn to read and do math. USD 484 purchased new software that will enhance our ability to understand the learning loss. We are excited to see how this software will impact the students in the classroom or at home with in quarantine.
484-1-002-20220614	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	FASTBRIDGE (Change Request - removed SFY21 request and modified SFY 23)	\$ 10,830	\$ -	\$ 5,790	\$ 5,040	\$ -	75009	Change Request: Previously approved for \$7,290 SFY 2022, \$5,790 SFY 2023 and \$5,790 SFY 2024. See line 001.
484-1-003-20220614	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	95% Phonics Program	\$ 12,606	\$ -	\$ 12,606	\$ -	\$ -	75009	Previously approved at the 11/9/2021 State Board Meeting. Per applicant, This is a new curriculum purchased to help our students rebound from the learning loss that occurred with COVID-19.
484-1-004-20220614	Eligible	Direct Allocation	Instruction	Supplies & Materials	3. Providing principals and other school leaders with resources to address individual school needs	KAGEN - Supplies (Change request - Move Budget years and increased amount)	\$ 3,000	\$ -	\$ -	\$ 3,000	\$ -	75009	Change Request: Previously approved for \$1,760 SFY 2022. See row 005

484-1-005-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	3. Providing principals and other school leaders with resources to address individual school needs	KAGEN - Salaries - 30 Teachers @ \$400 (Change Request - Moved Budget Years and modified cost due to increase of PD)	\$ 12,000	\$ -	\$ -	\$ 12,000	\$ -	75001	Change Request: Previously approved for \$12,000 SFY 2022. Per narrative, In terms of learning impacts, we are still examining the impact of the pandemic on student achievement but did see a markedly larger number of failing grades, especially at the secondary level. In addition, the percentage of students in the lowest level of the state assessments across all areas. USD 484 will use these funds to increase the support we give our struggling learners with additional support in the classroom, summer school and our afterschool programs. Smaller group sizes will allow us to reach these students on an individual level to decrease their learning loss due to COVID. We believe the consistency in teaching practice will not only mitigate any loss but accelerate the pace at which students learn to read and do math.
484-1-006-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Construction Services (Outside Contractors)	14. Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities	Developmental Survey of our Lincoln Building (Change Request - This amount was less than initially presented)	\$ 7,300	\$ -	\$ 7,300	\$ -	\$ -	75010	Change Request: Previously approved for \$8,500 SFY 2022. Per narrative, To improve the air quality our elementary building is using window air units that does not bring in fresh air. We are starting the process to investigate a new system for that building to mitigate the risk of virus spread. Better air quality and movement should enhance safety. The district has many needs as it relates to adequate ventilation and HVAC units that has not enabled us to provide the necessary capacity to adequately control air flow throughout our elementary school. Our plan is to utilize ESSER II & III funds to replace our window air conditioning units with a new HVAC system. Allowable if CDC guidelines are met. Capital Improvement documentation required.
484-1-007-20220614	Eligible	Direct Allocation	Instruction	Supplies & Materials	11A. Planning and implementing summer learning or enrichment programs	Summer School - Supplies (Change Request - Increase of supplies and took off additional years)	\$ 2,500	\$ -	\$ 2,500	\$ -	\$ -	75009	Change Request: Previously approved for \$2,000 SFY 2022, \$2,000 SFY 2023 and \$2,000 SFY 2024. Per narrative, USD 484 will use these funds to increase the support we give our struggling learners with additional support in the classroom, summer school and our afterschool programs. Smaller group sizes will allow us to reach these students on an individual level to decrease their learning loss due to COVID. Per applicant, Our summer school program was designed for our Tier II and Tier III students in grades K-6 for three weeks over the summer. The program was designed by our instructional coach and curriculum director. The program included direct instruction, enrichment activities and field trips. The hours of operation was from 7:30 to noon, with breakfast and lunch provided. Over 50 students and 15 staff members were included in this program.

484-1-008-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11A. Planning and implementing summer learning or enrichment programs	Summer School - Salaries (Change Request - Additional teachers were needed to cover the number of students)	\$ 17,779	\$ -	\$ 17,779	\$ -	\$ -	75001	Change Request: Previously approved for \$11,155 SFY 2022
484-1-009-20220614	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	11A. Planning and implementing summer learning or enrichment programs	Summer School - S/S	\$ 1,360	\$ -	\$ 1,360	\$ -	\$ -	75004	Change Request: Previously approved for \$692 SFY 2022
484-1-010-20220614	Eligible	Direct Allocation	Instruction	Supplies & Materials	12. Addressing learning loss among students, including vulnerable populations	Dreambox Software (New Request - Technology)	\$ 9,940	\$ -	\$ 9,940	\$ -	\$ -	75009	New Line Item; Applicant provided additional information via email: We purchased the Dreambox software to address learning loss in our elementary due to COVID-19
484-1-011-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay for all Certified Staff (60 at \$500) (New Request per Legislative Request)	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ -	75001	New Line Item; Applicant provided additional information via email: The Board of Education approved the premium pay at our December 2021 board meeting to retain as many staff members as possible for the 2022-23 school year.
484-1-012-20220614	Eligible	Direct Allocation	Instruction	Regular Non-Certified Salaries	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay for all Classified Staff (50 at \$500) (New Request per Legislative Request)	\$ 25,000	\$ -	\$ 25,000	\$ -	\$ -	75002	New Line Item; Applicant provided additional information via email: The Board of Education approved the premium pay at our December 2021 board meeting to retain as many staff members as possible for the 2022-23 school year.
484-1-013-20220614	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	16. Other activities necessary to maintain LEA operations and services and employ existing LEA staff	Premium Pay - S/S (New Request)	\$ 5,628	\$ -	\$ 5,628	\$ -	\$ -	75004	New Line Item
484-1-014-20220614	Eligible	Direct Allocation	Instruction	Supplies & Materials	11B. Planning and implementing supplemental after-school programs	After School Program - Supplies (Change Request - Increase of supplies and materials needed)	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	75009	Change Request: Previously approved for \$3,000 SFY 2022, 2023 and 2024 at the 11/9/2021 State Board Meeting

484-1-015-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	11B. Planning and implementing supplemental after-school programs	After School Program - Salaries (Change Request - Increased demand, thus more teachers were needed and added funds for SFY23)	\$ 52,750	\$ -	\$ 33,750	\$ 19,000	\$ -	75001	Change Request: Previously approved for \$15,000 SFY 2022 at the 11/9/2021 State Board Meeting
484-1-016-20220614	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	11B. Planning and implementing supplemental after-school programs	After School Program - S/S	\$ 2,328	\$ -	\$ 2,328	\$ -	\$ -	75004	Change Request: Previously approved for \$930 SFY 2022 at the 11/9/2021 State Board Meeting
484-1-017-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Three Elementary Teachers -Salaries - To Address learning loss and smaller class sizes (1 Primary, 2 Intermediate Teachers) (Change Request - Increase in salary schedule)	\$ 145,675	\$ -	\$ 145,675	\$ -	\$ -	75001	Change Request: Previously approved for \$143,750 SFY 2022 at the 11/9/2021 State Board Meeting
484-1-018-20220614	Eligible	Direct Allocation	Instruction	Group Insurance	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Three Elementary Teachers - Health Insurance (Change Request - We did not spend as much as we thought)	\$ 25,588	\$ -	\$ 25,588	\$ -	\$ -	75011	Change Request: Previously approved for \$33,744 SFY 2022 at the 11/9/2021 State Board Meeting
484-1-019-20220614	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Three Elementary Teachers - S/S (Change Request - Increase)	\$ 10,936	\$ -	\$ 10,936	\$ -	\$ -	75004	Change Request: Previously approved for \$8,913 SFY 2022 at the 11/9/2021 State Board Meeting
484-1-020-20220614	Eligible	Direct Allocation	Instruction	Other Employee Benefits	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Three Elementary Teachers - Unemployment	\$ 144	\$ -	\$ 144	\$ -	\$ -	75005	Previously approved at the 11/9/2021 State Board Meeting
484-1-021-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	One Preschool Teacher - Salary - Smaller class sizes	\$ 41,250	\$ -	\$ 41,250	\$ -	\$ -	75001	Previously approved at the 11/9/2021 State Board Meeting
484-1-022-20220614	Eligible	Direct Allocation	Instruction	Group Insurance	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	PK Teacher - Health Insurance (Change Request - a small increase from what was approved)	\$ 8,442	\$ -	\$ 8,442	\$ -	\$ -	75011	Previously approved at the 11/9/2021 State Board Meeting

484-1-023-20220614	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	PK Teacher - S/S (Change Request - another small increase)	\$ 3,136	\$ -	\$ 3,136	\$ -	\$ -	75004	Change Request: Previously approved for \$2,558 SFY 2022 at the 11/9/2021 State Board Meeting
484-1-024-20220614	Eligible	Direct Allocation	Instruction	Other Employee Benefits	15. Developing strategies and implementing public health protocols for the reopening and operation of school facilities	PK Teacher - Unemployment (Change Request - A small increase)	\$ 36	\$ -	\$ 36	\$ -	\$ -	75005	Previously approved at the 11/9/2021 State Board Meeting
484-1-025-20220614	Eligible	Direct Allocation	Instruction	Regular Certified Salaries	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	1.25 FTE JH/HS Teachers -Salary - to address learning loss as an acadmedic advocate. (Change Request - A small reduction and we added another year)	\$ 89,740	\$ -	\$ 44,885	\$ 44,855	\$ -	75001	Change Request: Previously approved for \$44,978 SFY 2022 at the 11/9/2021 State Board Meeting
484-1-026-20220614	Eligible	Direct Allocation	Instruction	Group Insurance	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	JH/HS Teacher - Health Insurance (Change Request - Reduction due to teacher not needing insurance)	\$ 5,768	\$ -	\$ 5,768	\$ -	\$ -	75011	Change Request: Previously approved for \$8,436 SFY 2022 at the 11/9/2021 State Board Meeting
484-1-027-20220614	Eligible	Direct Allocation	Instruction	FICA - Employer's Contribution	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	JH/HS Teacher - S/S (Change Request - another small increase)	\$ 3,378	\$ -	\$ 3,378	\$ -	\$ -	75004	Change Request: Previously approved for \$2,789 SFY 2022 at the 11/9/2021 State Board Meeting
484-1-028-20220614	Eligible	Direct Allocation	Instruction	Other Employee Benefits	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	JH/HS Teacher - Unemployment (Change Request - a small reduction in our approved allocation)	\$ 43	\$ -	\$ 43	\$ -	\$ -	75005	Previously approved at the 11/9/2021 State Board Meeting
484-1-029-20220614	Eligible	Direct Allocation	Instruction	Debt Service & Miscellaneous	1A. Any activity authorized by the Elementary and Secondary Education Act of 1965.	Chromebooks (New Request)	\$ 16,056	\$ -	\$ 16,056	\$ -	\$ -	75010	New Line Item; Applicant provided additional information via email: We purchased 55 chromebooks for our third grade class which did not have a device that could be taken home during remote learning.

484-1-030-20220614	Eligible	Direct Allocation	Operation & Maintenance of Plant	Property	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	Outdoor Tables (Change Request - the tables cost less than what we thought)	\$ 10,624	\$ -	\$ 10,624	\$ -	\$ -	75010	Change Request: Previously approved for \$15,000 SFY 2022 at the 11/9/2021 State Board Meeting
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**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** | El Dorado Public Schools

**Applicant / Mailing Address**

| 124 W. Central Ave.  
| El Dorado, KS 67042

**Applicant / First and Last Name of Owner, CEO, or Executive Director** | Teresa Tosh

**Applicant / Email Address of Owner, CEO, or Executive Director** | ttosh@eldoradoschools.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.)

**Applicant / Website Address (if applicable)** | www.eldoradoschools.org

**Fiscal Agent / Name (if applicable)** | Kathy Robertson

**Fiscal Agent / Email (if applicable)** | karobertson@eldoradoschools.org

**Fiscal Agent / Mailing Address (if applicable)**

## 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

### **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 other school leaders with the resources necessary to address the needs of their individual schools.

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

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

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

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

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

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

Providing mental health services and supports.

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

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

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

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

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

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

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

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

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

We 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 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 | Teresa Tosh

Date | 05/30/2022

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

USD	District Na	Data as of
490	El Dorado	6/29/2022

Expenditure ID	Eligibility Review Recommendation	Funding Stream	Function Name	Object Name	ESSER Allowable Use	Please describe the expenditures within the account and how they will address a COVID-19 need	Total Expenditures (\$)	Budgeted Expenditures in SFY 2021 (\$)	Budgeted Expenditures in SFY 2022 (\$)	Budgeted Expenditures in SFY 2023 (\$)	Budgeted Expenditures in SFY 2024 (\$)	Account Number	Notes
490-1-001-20220712	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
490-1-002-20220712	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
490-1-003-20220712	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
490-1-004-20220712	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
490-1-005-20220712	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
490-1-006-20220712	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

490-1-007-20220712	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
490-1-008-20220712	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	Change Request: previously approved for \$379,000 SFY 2022
490-1-009-20220712	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	Change Request: previously approved for \$59,500 SFY 2022
490-1-010-20220712	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	Change Request: previously approved for \$80,000 SFY 2022
490-1-011-20220712	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

490-1-012-20220712	Eligible	Direct Allocation	Instruction	Computers and Related Equipment (includes software if bought as a package)	9. Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students	CHANGE REQUEST Student and Staff Devices for to replace outdated items. This cost is for replacing approx 520 iPads & laptops across the district to replace outdated technology that cannot support virtual and remote learning successfully as well as replacing/repairing devices that were damaged last year.	\$ 708,504	\$ -	\$ 708,504	\$ -	\$ -	89-1000-736-001-00	Change Request: previously approved for \$463,445 SFY 2022
490-1-013-20220712	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
490-1-014-20220712	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
490-1-015-20220712	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	New Line Item. 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.
490-1-016-20220712	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	New Line Item
490-1-017-20220712	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	New Line Item

## ESSER III Overview and Table of Contents

Plan	DISTRICT PROFILES				KSDE RECOMMENDATIONS					
	District Number	District Name	Total Public School Students (FTE) <sup>1</sup>	% Students Approved for Free- or Reduced-Price Lunch <sup>2</sup>	Total Direct and True Up Allocation	Total Requested	% Requested of Total Allocation	Total Eligible	% Eligible of Total Requested	Eligible Value Per Student (FTE) <sup>1</sup>
1	223	Barnes	362	32%	\$ 561,707	\$ 561,707	100%	\$ 561,707	100%	\$ 1,551
2	235	Uniontown	450	61%	\$ 939,572	\$ 892,864	95%	\$ 892,864	100%	\$ 1,984
3	250	Pittsburg	3,138	61%	\$ 7,019,229	\$ 6,485,275	92%	\$ 6,485,275	100%	\$ 2,066
4	251	North Lyon County	345	43%	\$ 501,896	\$ 501,896	100%	\$ 501,896	100%	\$ 1,455
5	281	Graham County	388	57%	\$ 591,113	\$ 591,113	100%	\$ 591,113	100%	\$ 1,525
6	288	Central Heights	482	49%	\$ 771,580	\$ 771,580	100%	\$ 771,580	100%	\$ 1,600
7	313	Buhler	2,216	35%	\$ 2,004,346	\$ 1,564,897	78%	\$ 1,564,897	100%	\$ 706
8	343	Perry Public Schools	728	35%	\$ 730,153	\$ 730,153	100%	\$ 730,153	100%	\$ 1,003
9	357	Belle Plaine	563	42%	\$ 593,652	\$ 593,652	100%	\$ 593,652	100%	\$ 1,054
10	358	Oxford	324	40%	\$ 396,565	\$ 396,565	100%	\$ 396,565	100%	\$ 1,223
11	388	Ellis	376	33%	\$ 419,903	\$ 139,636	33%	\$ 139,636	100%	\$ 371
12	435	Abilene	1,386	47%	\$ 1,901,139	\$ 1,901,139	100%	\$ 1,901,139	100%	\$ 1,372
13	483	Kismet-Plains	592	75%	\$ 1,323,828	\$ 1,188,790	90%	\$ 1,188,790	100%	\$ 2,010
14	491	Eudora	1,642	28%	\$ 1,292,177	\$ 1,077,177	83%	\$ 1,077,177	100%	\$ 656
15	498	Valley Heights	389	52%	\$ 640,651	\$ 639,173	100%	\$ 639,173	100%	\$ 1,644
16	504	Oswego	433	63%	\$ 838,529	\$ 838,529	100%	\$ 838,529	100%	\$ 1,937
<b>Total</b>			<b>13,814</b>	<b>47%</b>	<b>\$ 20,526,040</b>	<b>\$ 18,874,146</b>	<b>92%</b>	<b>\$ 18,874,146</b>	<b>100%</b>	<b>\$ 1,366</b>

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

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

# ESSER III APPLICATION FOR D0223

**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>
Barnes	212 N. Tripp, Barnes, KS 669330188	PO Box 188, Barnes, KS 669330188
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Lee Schmidt	lschmidt@usd223.org	(785) 763-4231

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Lee Schmidt	Superintendent	lschmidt@usd223.org	(785) 763-4231

## 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.usd223.org/browse/153473>

## Use of Funds for CDC Guidance

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

We are working closely with our county health department, KSDE, our local education service center, and neighboring school districts to remain up-to-date on guidance related to safely operating in-person learning for the school year. We attribute our student success and our ability to remain open last year to following this guidance and we will continue to do so. All funds expended in ESSER III will be reviewed by our local education service center and KSDE to ensure that all expenditures align with best practice, with up-to-date safety requirements, and to ensure it is maximized for a positive impact on student learning and safety.

Specifically, we are practicing COVID mitigation strategies such as:

Social distancing whenever possible

Cleaning and sanitizing

Masking while in testing phase

Testing close contacts, home contacts, and to know

Keeping sick kids at home

## 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 and advisory councils to discuss the proposed ESSER 3 plan and to receive the feedback. There were also students who participated in the online community survey, which was open to all who wanted to respond. The suggestions that students expressed with school and how it is effected by COVID-19 were hugely beneficial in ESSER funds planning and led to including a portion of counselors' salary to the additional time devoted to social and emotional lessons and intervention.

## **Families**

The district conducted a community survey to get input from stakeholders. We had 31.9% response rate from school families. We accepted one response from each school aged family PreK - 12. This feedback obtained from this survey was extremely beneficial to the district administration and BOE in making decisions on how best to meet the needs of our students and families. This information coupled with the feed back from other stakeholders, and assessment data allowed the district focus on the areas of need revealed which included cleanliness, physical health, social emotional health, math and reading intervention and attendance. These are also the areas we hired staff to address the needs of our students in hopes of a successful recovery from the COVID pandemic. [https://docs.google.com/forms/d/11Oqh7eNsf\\_qiN0r9XXKhkOj8q5IW4-1jJEN4YzW9n0M/edit](https://docs.google.com/forms/d/11Oqh7eNsf_qiN0r9XXKhkOj8q5IW4-1jJEN4YzW9n0M/edit)

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

Being a school district with 465 students, all administrators (5) had a hand in developing the ESSER 3 plan, thus there was approval of the plan. The district also collaborated with our local special education cooperative director to ensure our ESSER 3 plan supported the needs of all populations of students.

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

Teachers, Principals, school leaders, staff and teacher union was consulted at faculty meetings multiple times for input on ESSER III fund expenditures and needs. From those meetings the most common themes are as follows:

- the need for supplemental curriculum resources both digital and paper
- support staff to help monitor students in multiple locations and settings in order to social distance
- teacher aides to reduce student to teacher ratio
- cleaning supplies for classrooms
- nurse to conduct testing and help maintain a healthy environment in which students are safe to learn

## **Tribes**

The Superintendent of schools met with three students in the district whom identify as Native American in order to get feedback from this stakeholder group. They did not have any suggestions other than just what all other students could benefit from.

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

We reached out to the civil rights in our state/region via email and phone calls to seek feedback regarding suggestions to best meet the needs of our students. We received responses from Kansas Action for Children and Kansas Human Rights Commission. They offered the following suggestions:

? Their suggestions were geared toward curriculum which would benefit ALL children to enhance their full learning potential.

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 worked closely with the regional special education cooperative and cooperative teachers, ESL coordinator for our district, the homeless coordinator for our area of the state, the migratory coordinator for this location, the family advocate for this area of the state, etc. seeking input from all of these stakeholders for these very important groups of students.

? We have learned that good teaching strategies for all students is also good teaching strategies for special student groups. We just need to have appropriate staff in place to implement the strategies to all students.

This is part of our ESSER III plan.

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

USD 223 used a survey which was sent to all parents, students and staff member stakeholders requesting their response and feedback. The most significant areas of feedback include "Facility upgrades that support student health/academic needs, additional instructional materials and resources, expanded social and emotional learning and mental health services, and additional technology for student use." The results of this survey were shared with the Board of Education and decisions of how best to use ESSER resources was discussed and agreed upon where to spend in order to address the most common feedback responses based on the stakeholder surveys.

## **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 effected everyone in some way whether large or small. The impact has been devastating for school age children across the state, some more than others. We have seen a plateau of progress assessment scores among students but just as importantly there has been a tremendous increase social emotional needs among our students. There are a number of possible reasons for this increase of concern in this area. USD 223 is attempting to address these concerns with increased personnel in key areas to foster essential relationships with students and increased custodial presence to help students feel safe in the school which should serve to reduce student absenteeism. Feedback from students and parents indicated a need for more social and emotional support which led to including additional time counselor's devote to social and emotional lessons and intervention. Consequently, a portion of ESSER funds will be dedicated to compensate counselors' salary for the increased focus and time counselors need to address this meaningful lesson.

**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)**

This feedback obtained from this survey was extremely beneficial to the district administration and BOE in making decisions on how best to meet the needs of our students and families. This information coupled with the feed back from other stakeholders, and assessment data allowed the district focus on the areas of need revealed which included cleanliness, physical health, social emotional health, math and reading intervention and attendance. These are also the areas we hired staff to address the needs of our students in hopes of a successful recovery from the COVID pandemic. Custodians were hired to address the increased amount cleaning and sanitizing necessary to reduce the spread of the COVID-19 virus. A district nurse was hired to administer to the physical health needs and the heightened since of responsibility required to address COVID concerns as well as antigen and antibody testing, etc. The district also hired 2 full time substitutes to help educate students in the absence of the teachers due to COVID. Additionally, these teachers, when not subbing, are able to conduct more meaningful work with small groups of students, consequently reducing class size significantly. We also plan to use some funds to replace water fountains to allow for bottle filling to reduce the spread of COVID. Other uses of ESSER funds include Thrillshare, system to increase timely communication with families, supplies for cleaning, health supplies, an additional proctor to reduce class size and a portion of the maintenance director's salary devoted to installing, planning and managing mitigation strategies.

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

USD 223 will implement a summer school program which will help students make up lost education due to the impacts of COVID-19 closure and online schooling. We will purchase assessment tools to measure student growth and/or areas of need in order to focus attention and educational resources. The district will purchase supplemental supplies and curriculum that focus on lost learning due to the impact of COVID-19. We will purchase some technology supports and Chromebooks for student use at home, during summer school and during after school tutoring which will allow students to close the academic learning gaps.

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

Our ESSER Plan was developed collaboratively with key stakeholders in our community, including KSDE, our local special education cooperative, our education service center, staff, administration, students, and community. The focus of our planning and the reason for collaborating with such a diverse group, was to ensure we were developing plans that not only address the general needs of our community, but that we also maintained an important focus on addressing the specific needs of all student and staff populations. These collaborative conversations remain ongoing and will continue to inform our decision making throughout the pandemic and beyond.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$561,707	\$0	\$561,707	ESSER III Allocations	\$112,342
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$561,707	\$0	\$561,707	Amount Still Needed	\$112,342
In Review Total	\$561,707	\$0	\$561,707	In Review Total	\$112,477
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
223-3-0002	Direct	False	1000	810	2	\$10,100	Task Force Review
223-3-0003	Direct	False	2100	610	2	\$5,000	Task Force Review
223-3-0004	Direct	False	1000	738	2	\$5,000	Task Force Review
223-3-0007	Direct	False	2100	120	5	\$72,000	Task Force Review
223-3-0008	Direct	False	2100	213	5	\$18,120	Task Force Review
223-3-0009	Direct	False	2100	221	5	\$4,464	Task Force Review
223-3-0010	Direct	False	2100	222	5	\$1,044	Task Force Review
223-3-0011	Direct	False	2100	260	5	\$72	Task Force Review
223-3-0012	Direct	False	2600	120	16	\$100,000	Task Force Review
223-3-0013	Direct	False	2600	221	16	\$6,200	Task Force Review
223-3-0014	Direct	False	2600	213	16	\$36,240	Task Force Review
223-3-0015	Direct	False	2600	222	16	\$1,450	Task Force Review
223-3-0016	Direct	False	2600	260	16	\$100	Task Force Review
223-3-0017	Direct	False	1000	115	16	\$80,000	Task Force Review
223-3-0018	Direct	False	1000	213	16	\$36,240	Task Force Review
223-3-0019	Direct	False	1000	221	16	\$4,960	Task Force Review
223-3-0020	Direct	False	1000	222	16	\$1,160	Task Force Review
223-3-0021	Direct	False	1000	260	16	\$80	Task Force Review
223-3-0022	Direct	True	1000	810	12	\$3,600	Task Force Review
223-3-0024	Direct	True	1000	810	12	\$13,485	Task Force Review
223-3-0025	Direct	True	1000	810	12	\$2,200	Task Force Review
223-3-0027	Direct	True	1000	736	12	\$20,000	Task Force Review
223-3-0031	Direct	True	1000	151	11B	\$73,192	Task Force Review
223-3-0032	Direct	False	2100	120	16	\$1,500	Task Force Review
223-3-0033	Direct	False	1000	120	16	\$6,000	Task Force Review
223-3-0034	Direct	False	2100	120	16	\$1,500	Task Force Review
223-3-0035	Direct	False	2300	120	16	\$1,500	Task Force Review
223-3-0036	Direct	False	2400	120	16	\$3,000	Task Force Review
223-3-0037	Direct	False	2500	120	16	\$1,500	Task Force Review
223-3-0038	Direct	False	2600	120	16	\$3,000	Task Force Review

223-3-0039	Direct	False	2700	121	16	\$1,500	Task Force Review
223-3-0040	Direct	False	2710	121	16	\$7,500	Task Force Review
223-3-0041	Direct	False	1000	110	16	\$3,000	Task Force Review
223-3-0042	Direct	False	3100	120	16	\$9,000	Task Force Review
223-3-0043	Direct	False	2710	120	16	\$3,000	Task Force Review
223-3-0044	Direct	False	2100	110	10	\$25,000	Task Force Review

## Line Item Details

Line Item ID: 223-3-0002

**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 Organization Cost

**Account Number**

06-100-1000-810

**Function Code**

1000 - Instruction

**Object Code**

810 - Dues and Fees

**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**

Parent communication service to alert parents of school changes and updates due to COVID and other emergencies.

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

**Budgeted Expenditures in SFY 2022** \$5,050

**Budgeted Expenditures in SFY 2023** \$5,050

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$10,100

**Status**

Task Force Review

**Line Item Comment from KSDE**

Clarification: Please describe if this is a new service. Explain how this service is beyond what is currently being used to notify parents of COVID-19 alerts.

As per district: this is a new service. It's a service that utilizes text and social media.

Line Item ID: 223-3-0003

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Nurse Supplies

**Account Number**

06-100-2100-610

**Function Code**

2100 - Support Services (Students)

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

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

Purchasing necessary medical supplies and equipment to address medical sicknesses and outbreaks in schools.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$2,500**Budgeted Expenditures in SFY 2023** \$2,500**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Clarification: Please explain what supplies and equipment will be purchased with these funds that are caused or due to COVID-19.

Line Item ID: 223-3-0004

**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**

Music Instrument repairs

**Account Number**

06-200-1000-738

**Function Code**

1000 - Instruction

**Object Code**

738 - Instruments

**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**

Cleaning of school owned instruments to ensure no diseases are transmitted through the shared use of musical instruments.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$2,500**Budgeted Expenditures in SFY 2023** \$2,500**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Clarification/Reasonableness: Please explain how this is a reasonable cost that is necessary due to COVID-19.

Line Item ID: 223-3-0007

**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**

Nurse Salary

**Account Number**

06-000-2100-120

**Function Code**

2100 - Support Services (Students)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

Full time district nurse to address student and staff illness, testing and treatment of COVID - 19.

**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**

Task Force Review

**Line Item Comment from KSDE**

Clarification: Please explain how this position is in addition to the "typical" nursing services that are needed.

Line Item ID: 223-3-0008

**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**

Board Paid Health Insurance

**Account Number**

06-000-2100-213

**Function Code**

2100 - Support Services (Students)

**Object Code**

213 - Health and Accident Insurance

**Allowable Use**

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

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

Full time district nurse to address student and staff illness, testing and treatment of COVID - 19.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$9,060**Budgeted Expenditures in SFY 2024** \$9,060**Total Expenditures** \$18,120**Status**

Task Force Review

Line Item ID: 223-3-0009

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Social security

**Account Number**

06-000-2100-221

**Function Code**

2100 - Support Services (Students)

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

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

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

Full time district nurse to address student and staff illness, testing and treatment of COVID - 19.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,232**Budgeted Expenditures in SFY 2024** \$2,232**Total Expenditures** \$4,464**Status**

Task Force Review

Line Item ID: 223-3-0010

**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**

Medicare

**Account Number**

06-000-2100-222

**Function Code**

2100 - Support Services (Students)

**Object Code**

222 - Medicare - Employer's Contribution

**Allowable Use**

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

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

Full time district nurse to address student and staff illness, testing and treatment of COVID - 19.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$522**Budgeted Expenditures in SFY 2024** \$522**Total Expenditures** \$1,044**Status**

Task Force Review

Line Item ID: 223-3-0011

**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**

06-000-2100-260

**Function Code**

2100 - Support Services (Students)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

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

Full time district nurse to address student and staff illness, testing and treatment of COVID - 19.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$36**Budgeted Expenditures in SFY 2024** \$36**Total Expenditures** \$72**Status**

Task Force Review

Line Item ID: 223-3-0012

**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**

Custodial Salaries

**Account Number**

06-000-2600-120

**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**

Hiring additional custodial staff or services at each location to improve cleanliness and sanitation of educational facilities to reduce the spread of the COVID-19 virus.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$50,000**Budgeted Expenditures in SFY 2023** \$50,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$100,000**Status**

Task Force Review

Line Item ID: 223-3-0013

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Social Security

**Account Number**

06-000-2600-221

**Function Code**

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

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

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

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

Hiring additional custodial staff or services at each location to improve cleanliness and sanitation of educational facilities to reduce the spread of the COVID-19 virus.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,100
<b>Budgeted Expenditures in SFY 2023</b>	\$3,100
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$6,200</u>

**Status**

Task Force Review

Line Item ID: 223-3-0014

**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**

Board paid health Insurance

**Account Number**

06-000-2600-213

**Function Code**

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

**Object Code**

213 - Health and Accident Insurance

**Allowable Use**

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

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

Hiring additional custodial staff or services at each location to improve cleanliness and sanitation of educational facilities to reduce the spread of the COVID-19 virus.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$18,120
<b>Budgeted Expenditures in SFY 2023</b>	\$18,120
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$36,240</u>

**Status**

Task Force Review

Line Item ID: 223-3-0015

**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**

Medicare

**Account Number**

06-000-2600-222

**Function Code**

2600 - 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**

Hiring additional custodial staff or services at each location to improve cleanliness and sanitation of educational facilities to reduce the spread of the COVID-19 virus.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$725
<b>Budgeted Expenditures in SFY 2023</b>	\$725
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,450</u>

**Status**

Task Force Review

Line Item ID: 223-3-0016

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Unemployment

**Account Number**

06-000-2600-260

**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**

Hiring additional custodial staff or services at each location to improve cleanliness and sanitation of educational facilities to reduce the spread of the COVID-19 virus.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$50
<b>Budgeted Expenditures in SFY 2023</b>	\$50
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$100</u>

**Status**

Task Force Review

Line Item ID: 223-3-0017

**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**

Substitute Teacher salaries

**Account Number**

06-000-1000-115

**Function Code**

1000 - Instruction

**Object Code**115 - Temporary Certified Substitutes'  
Salaries for Certified Staff**Allowable Use**16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Hiring a full time substitute teacher which will allow teachers to stay home when ill.

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

Task Force Review

**Line Item Comment from KSDE**

Clarification: Please explain how this position is necessary due to COVID-19.

Line Item ID: 223-3-0018

**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**

Board Paid Health Insurance

**Account Number**

06-000-1000-213

**Function Code**

1000 - Instruction

**Object Code**

213 - Health and Accident Insurance

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

Hiring a full time substitute teacher which will allow teachers to stay home when ill.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$18,120**Budgeted Expenditures in SFY 2024** \$18,120**Total Expenditures** \$36,240**Status**

Task Force Review

Line Item ID: 223-3-0019

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Social Security

**Account Number**

06-000-1000-221

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

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

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

Hiring a full time substitute teacher which will allow teachers to stay home when ill.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$2,480**Budgeted Expenditures in SFY 2024** \$2,480**Total Expenditures** \$4,960**Status**

Task Force Review

Line Item ID: 223-3-0020

**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**

Medicare

**Account Number**

06-000-1000-222

**Function Code**

1000 - Instruction

**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**

Hiring a full time substitute teacher which will allow teachers to stay home when ill.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$580**Budgeted Expenditures in SFY 2024** \$580**Total Expenditures** \$1,160**Status**

Task Force Review

Line Item ID: 223-3-0021

**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**

Unemployment

**Account Number**

06-000-1000-260

**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**

Hiring a full time substitute teacher which will allow teachers to stay home when ill.

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

Task Force Review

Line Item ID: 223-3-0022

**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**

Instructional Organizational cost

**Account Number**

06-100-1000-810

**Function Code**

1000 - Instruction

**Object Code**

810 - Dues and Fees

**Allowable Use**

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

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

Purchasing of Xello to address Social and Emotional learning loss among students due to school closure due to COVID and students who are generally behind their peers.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,800**Budgeted Expenditures in SFY 2024** \$1,800**Total Expenditures** \$3,600**Status**

Task Force Review

**Line Item Comment from KSDE**

Clarification: Please explain how this reporting application will address student learning loss. Is this being purchased for just students that are performing behind their peers? How is this purchase beyond the typical reporting provided for students, staff and parents?

Line Item ID: 223-3-0024

**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**

Instructional Organizational cost

**Account Number**

06-100-1000-810

**Function Code**

1000 - Instruction

**Object Code**

810 - Dues and Fees

**Allowable Use**

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

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

Purchasing of Lexia to address reading learning loss among students due to school closure due to COVID and students who are generally behind their peers.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$4,495
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<b>Budgeted Expenditures in SFY 2023</b>	\$4,495
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<b>Budgeted Expenditures in SFY 2024</b>	\$4,495
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<b>Total Expenditures</b>	<u>\$13,485</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Clarification: Please explain how the purchase of this core ELA curriculum is beyond the general curriculum provided for student instruction and meets the requirements of learning loss due to COVID-19.

Line Item ID: 223-3-0025

**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**

Instructional Organizational costs

**Account Number**

06-100-1000-810

**Function Code**

1000 - Instruction

**Object Code**

810 - Dues and Fees

**Allowable Use**

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

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

Purchasing of SeeSaw platform to address learning loss among students and connect with at home resources to close gaps due to school closure due to COVID and students who are generally behind their peers.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,100
<b>Budgeted Expenditures in SFY 2024</b>	\$1,100
<b>Total Expenditures</b>	<u>\$2,200</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Clarification: Please explain how this online instructional application is beyond the general educational curriculum provided for core instruction and needed due to COVID-19.

Line Item ID: 223-3-0027

**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**

Technology Equipment

**Account Number**

08-100-1000-736

**Function Code**

1000 - Instruction

**Object Code**

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

**Allowable Use**

12 - 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 implement a program to address the learning loss in those students whom have been affected most adversely and have fallen behind their peers due to COVID-19. We especially want to address concerns with our English language learning students who have been greatly impacted by the interruption in their schooling due to illness, quarantines, or school closures. When the students are not able to attend school they are more greatly affected because they are not typically submerged in a target language as they would during regular school days. Our K-6 students do not have computers currently. We would like to purchase a few computers for each class for those students who as a result of the COVID pandemic are academically behind their peers. We would then load the computers with programs aimed at reducing the learning gaps. The students that are behind would be given time before, during and after school to use these programs to catch up to their peers.

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

**Status**

Task Force Review

Line Item ID: 223-3-0031

**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**

Teachers Salaries

**Account Number**

06-000-1000-110

**Function Code**

1000 - Instruction

**Object Code**

151 - Additional compensation paid to teachers

**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 have initiated a program for teachers to tutor students who are experiencing learning loss or are academically behind their peers as shown on KAP scores or classroom activities. Forty teachers will stay after school for 15 minutes each school day for a total of 40 hours per year working with tier 2 and 3 students (estimated to be 20% of students) to reduce learning loss and gaps due to COVID-19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$36,596
<b>Budgeted Expenditures in SFY 2023</b>	\$36,596
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$73,192</u>

**Status**

Task Force Review

Line Item ID: 223-3-0032

**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**

Nurse salary

**Account Number**

06-000-2100-120

**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 will give support staff \$750 per year as an incentive in hopes of retaining staff through the trials and tribulations that COVID-19 has caused those working in institutions where large groups of people work closely.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$750
<b>Budgeted Expenditures in SFY 2023</b>	\$750
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,500</u>

**Status**

Task Force Review

Line Item ID: 223-3-0033

**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**

Teacher Aides

**Account Number**

06-000-1000-120

**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**

We will pay support staff \$750 of incentive pay each year in hopes of retaining employees during the COVID-19 pandemic. We have had difficulty retaining or hiring employees who do not wish to work in institutions/schools where larger groups of people gather.

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

**Status**

Task Force Review

Line Item ID: 223-3-0034

**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**

Technology staff

**Account Number**

06-000-2230-120

**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 will pay support staff \$750 of incentive pay each year in hopes of retaining employees during the COVID-19 pandemic. We have had difficulty retaining or hiring employees who do not wish to work in institutions/schools where larger groups of people gather. With the inflation due to COVID-19 disruptions the budget is tight and we are unable to give staff needed raises.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$750
<b>Budgeted Expenditures in SFY 2023</b>	\$750
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,500</u>

**Status**

Task Force Review

Line Item ID: 223-3-0035

**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**

Clerk

**Account Number**

06-000-2300-120

**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**

We will pay support staff \$750 of incentive pay each year in hopes of retaining employees during the COVID-19 pandemic. We have had difficulty retaining or hiring employees who do not wish to work in institutions/schools where larger groups of people gather. With the inflation due to COVID-19 disruptions the budget is tight and we are unable to give staff needed raises.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$750
<b>Budgeted Expenditures in SFY 2023</b>	\$750
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,500</u>

**Status**

Task Force Review

Line Item ID: 223-3-0036

**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**

Building Secretary

**Account Number**

06-000-2400-120

**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**

We will pay support staff \$750 of incentive pay each year in hopes of retaining employees during the COVID-19 pandemic. We have had difficulty retaining or hiring employees who do not wish to work in institutions/schools where larger groups of people gather. With the inflation due to COVID-19 disruptions the budget is tight and we are unable to give staff needed raises.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,500
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 223-3-0037

**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**

Central Office

**Account Number**

06-000-2500-120

**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**

We will pay support staff \$750 of incentive pay each year in hopes of retaining employees during the COVID-19 pandemic. We have had difficulty retaining or hiring employees who do not wish to work in institutions/schools where larger groups of people gather. With the inflation due to COVID-19 disruptions the budget is tight and we are unable to give staff needed raises.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$750
<b>Budgeted Expenditures in SFY 2023</b>	\$750
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,500</u>

**Status**

Task Force Review

Line Item ID: 223-3-0038

**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**

Custodial

**Account Number**

06-000-2600-120

**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**

We will pay support staff \$750 of incentive pay each year in hopes of retaining employees during the COVID-19 pandemic. We have had difficulty retaining or hiring employees who do not wish to work in institutions/schools where larger groups of people gather. With the inflation due to COVID-19 disruptions the budget is tight and we are unable to give staff needed raises.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,500
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 223-3-0039

**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**

Transportation director

**Account Number**

06-000-2700-121

**Function Code**

2700 - Student Transportation 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**

We will pay support staff \$750 of incentive pay each year in hopes of retaining employees during the COVID-19 pandemic. We have had difficulty retaining or hiring employees who do not wish to work in institutions/schools where larger groups of people gather. With the inflation due to COVID-19 disruptions the budget is tight and we are unable to give staff needed raises.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$750
<b>Budgeted Expenditures in SFY 2023</b>	\$750
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,500</u>

**Status**

Task Force Review

Line Item ID: 223-3-0040

**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**

Transportation drivers

**Account Number**

06-000-2710-121

**Function Code**

2710 - Vehicle Operation

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

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

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

We will pay support staff \$750 of incentive pay each year in hopes of retaining employees during the COVID-19 pandemic. We have had difficulty retaining or hiring employees who do not wish to work in institutions/schools where larger groups of people gather. With the inflation due to COVID-19 disruptions the budget is tight and we are unable to give staff needed raises.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,750
<b>Budgeted Expenditures in SFY 2023</b>	\$3,750
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,500</u>

**Status**

Task Force Review

Line Item ID: 223-3-0041

**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**

Pre-school

**Account Number**

11-000-1000-110

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

We will pay support staff \$750 of incentive pay each year in hopes of retaining employees during the COVID-19 pandemic. We have had difficulty retaining or hiring employees who do not wish to work in institutions/schools where larger groups of people gather. With the inflation due to COVID-19 disruptions the budget is tight and we are unable to give staff needed raises.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,500
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 223-3-0042

**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**

Cooks

**Account Number**

24-000-3100-120

**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**

We will pay support staff \$750 of incentive pay each year in hopes of retaining employees during the COVID-19 pandemic. We have had difficulty retaining or hiring employees who do not wish to work in institutions/schools where larger groups of people gather. With the inflation due to COVID-19 disruptions the budget is tight and we are unable to give staff needed raises.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,500
<b>Budgeted Expenditures in SFY 2023</b>	\$4,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$9,000</u>

**Status**

Task Force Review

Line Item ID: 223-3-0043

**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**

SPED drivers

**Account Number**

30-000-2710-120

**Function Code**

2710 - Vehicle Operation

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

We will pay support staff \$750 of incentive pay each year in hopes of retaining employees during the COVID-19 pandemic. We have had difficulty retaining or hiring employees who do not wish to work in institutions/schools where larger groups of people gather. With the inflation due to COVID-19 disruptions the budget is tight and we are unable to give staff needed raises.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,500
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 223-3-0044

**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**

Counselor Salaries

**Account Number**

06-000-2100-110

**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**

A portion of counselors' salaries to compensate for additional time devoted to social and emotional lessons and interventions due to effects and consequences of COVID -19. This compensation is for work beyond the regular duty and compensation counselors would typically acquire in their roles. It is for the time counselors' spend directly dealing with the effects and/or results of COVID-19 on the students and staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$12,500
<b>Budgeted Expenditures in SFY 2024</b>	\$12,500
<b>Total Expenditures</b>	<u>\$25,000</u>

**Status**

Task Force Review



# ESSER III APPLICATION FOR D0235

**Status**

Task Force Review

## KSDE Application Comments

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

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Uniontown	601 Fifth Street, Uniontown, KS 66779	601 Fifth Street, Uniontown, KS 66779
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Bret Howard	bhoward@uniontown235.org	(620) 756-4302

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Bret	Superintendent	bhoward@uniontown235.org	(620) 756-4302
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Vance Eden		veden@uniontown235.org	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	

## Plan for Safe Return

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

[https://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1343716/USD\\_235\\_Uniontown\\_-\\_Starter\\_Plan\\_for\\_Safe\\_Return\\_and\\_Continuity\\_of\\_Services\\_.pdf](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	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$939,572	\$0	\$939,572	Amount Still Needed	\$187,915
In Review Total	\$892,864	\$0	\$892,864	In Review Total	\$609,743
Amount Left	\$46,708	\$0	\$46,708	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
235-3-0001	Direct	False	2000	733	13	\$15,972	Task Force Review
235-3-0002	Direct	False	2000	733	15	\$8,320	Task Force Review
235-3-0003	Direct	True	1000	111	12	\$297,664	Task Force Review
235-3-0004	Direct	True	1000	213	12	\$43,476	Task Force Review
235-3-0005	Direct	False	2134	213	15	\$14,492	Task Force Review
235-3-0006	Direct	True	1000	260	12	\$497	Task Force Review
235-3-0007	Direct	False	2134	260	15	\$73	Task Force Review
235-3-0008	Direct	False	1000	641	3	\$1,105	Task Force Review
235-3-0009	Direct	True	1000	653	12	\$30,532	Task Force Review
235-3-0010	Direct	False	1000	653	10	\$7,500	Task Force Review
235-3-0011	Direct	False	2100	659	9	\$1,349	Task Force Review
235-3-0012	Direct	False	2000	736	9	\$24,693	Task Force Review
235-3-0013	Direct	False	2000	733	9	\$897	Task Force Review
235-3-0014	Direct	False	1000	110	16	\$72,000	Task Force Review
235-3-0015	Direct	True	2000	300	4	\$237,574	Task Force Review
235-3-0016	Direct	False	2134	111	15	\$42,500	Task Force Review
235-3-0017	Direct	False	1000	120	16	\$84,000	Task Force Review
235-3-0018	Direct	False	2200	290	10	\$3,020	Task Force Review
235-3-0019	Direct	False	1000	300	8	\$7,200	Task Force Review

## Line Item Details

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$15,972
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$15,972</u>

**Status**

Task Force Review

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

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$8,320
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$8,320</u>

**Status**

Task Force Review

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**

Task Force Review

**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**

Task Force Review

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**

Task Force Review

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$199
<b>Budgeted Expenditures in SFY 2024</b>	\$298
<b>Total Expenditures</b>	<u>\$497</u>

**Status**

Task Force Review

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$73
<b>Total Expenditures</b>	<u>\$73</u>

**Status**

Task Force Review

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.

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

<b>Budgeted Expenditures in SFY 2023</b>	\$1,105
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$1,105</u>
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**Status**

Task Force Review

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

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$15,266
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<b>Budgeted Expenditures in SFY 2024</b>	\$15,266
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<b>Total Expenditures</b>	<u>\$30,532</u>
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**Status**

Task Force Review

**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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$3,750
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<b>Budgeted Expenditures in SFY 2024</b>	\$3,750
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<b>Total Expenditures</b>	<u>\$7,500</u>
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**Status**

Task Force Review

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,349
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,349</u>

**Status**

Task Force Review

**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

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$24,693
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$24,693</u>

**Status**

Task Force Review

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$897
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$897</u>

**Status**

Task Force Review

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$36,000
<b>Budgeted Expenditures in SFY 2024</b>	\$36,000
<b>Total Expenditures</b>	<u>\$72,000</u>

**Status**

Task Force Review

**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 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**

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$116,502
<b>Budgeted Expenditures in SFY 2024</b>	\$121,072
<b>Total Expenditures</b>	<u>\$237,574</u>

**Status**

Task Force Review

**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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$42,500
<b>Total Expenditures</b>	\$42,500

**Status**

Task Force Review

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.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$42,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$42,000
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<b>Total Expenditures</b>	\$84,000
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**Status**

Task Force Review

**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**

Task Force Review

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**

Task Force Review



# ESSER III APPLICATION FOR D0250

Status

Task Force Review

## KSDE Application Comments

Stakeholder Feedback - 5/11/2022

Student Subgroups - Who did you speak to about EL students and Migrant students?

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>
Pittsburg	510 Deill St, Pittsburg, KS 667620075	PO Box 75, Pittsburg, KS 667620075
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Richard Proffitt	rproffitt@usd250.org	(620) 235-3100

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Lita Biggs	Business Operations Director	lbiggs@usd250.org	(620) 235-3100

### Other District Representative 1 - Name

Brad Hanson

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

bradhanson@usd250.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.usd250.org/page/reopeningplan>

## 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 250's primary learning environment is in-person instruction. To ensure that we are providing a safe and supportive environment for our students and staff, we will continue with mitigation strategies (including sanitization practices, air filters, hand washing etiquette, social distancing, etc.) , provide social and emotional supports, provide access to critical services and promote equity in learning for all groups, especially those who are disproportionately affected by the pandemic. To accomplish these goals, we must have resources to support the physical and mental health of all persons within our buildings.

Currently, we are following the Crawford County Health Officers recommendations for health mitigation. We will continue to purchase: masks; air filtration systems; gloves; disinfectants; high performance air filters for HVAC; improvements on HVAC systems; physical barriers; signage; and other tools. We promote vaccination, but believe that it is a family choice. We will work with the Community Health Center of Southeast Kansas to administer vaccinations for all students and parents. We require mask wearing for all district transportation and when our positive cases (and absenteeism rates) are at a threshold that we must mandate mask wearing in the buildings. We supply reasonable accommodations for those who are unable to wear masks due to other physical limitations. We promote physical distancing and cohosting as much as possible for contact tracing. We do need to make considerable improvements in our ventilation systems in two areas, one at our high school, and one at our middle school to improve upon the air quality. Both are due to older systems that do not circulate the air properly and are antiquated. We continue to promote handwashing and respiratory etiquette and teach those principles.

We are working with families with students of special needs so that their education is not interrupted, and takes special care of those who have severe physical disabilities. We adjust our strategies as circumstances dictate. We believe that in-person instruction is best, but must also accommodate in-home placement when necessary for student health needs.

Our cooperation between all health care officials and the school have been exemplary. We share information, following legal parameters, so that we are working from the same information and within the best interest of students, families and staff. We have implemented testing strategies which is reducing the amount of students on quarantine

## Stakeholder Engagement

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

### Students

In developing our ESSER plan, we hosted focus groups with student leadership groups at each building in face to face settings, to determine their highest levels of need for pandemic related instruction and support. Our student leadership teams in each building are not what one would consider "normal" student leadership group. Our administrators choose a cross section of students which include age, gender, ethnicity, SES status, and also includes identified students. In addition, our district migrant coordinator, and ESOL teachers guided the conversations with our ELL/ESOL students about the challenges that they have faced during the pandemic. They also assisted both students and parents in conversations and filling out surveys which were translated. We contacted 2 of our local Hispanic churches to get some feedback. We were told to talk to our district migrant coordinator to get feedback from students and families. Our migrant coordinator is heavily involved in the Hispanic community within the district and serves as an interpreter, liaison, advocate, etc. for many families. The feedback from those conversations were included in the overall student feedback. We also had our resource room teachers talk with our identified students to ascertain challenges that they have faced during the pandemic. The questions that we presented were verbal, and we listened for the answers that students provided. It took quite a bit of prompting, because the students, for the most part, did not convey that they had been effected to a degree that most adults believe that they have. The following supports received the most interest from our students:

1. Social and Emotional Needs: Specifically the need for additional counseling/therapists in the schools. By an overwhelming margin, this was the top issue discussed. They believed that students are having a hard time adjusting to life created by the pandemic, and need someone to speak with. However, they know that the school counselors and social workers are overloaded and it is very difficult to make appointments to see the counselors because they are so busy. So, they say they rely on each other more than adults in the buildings to make it through.
2. Lack of quality technology or online learning supports. Some students liked the Remote Learning environment and others did not like it. Those who liked it pointed out that it gave them freedom (like using the restroom whenever they wanted) that it provided them. Those that did not like it, said that the main drawback was the lack of personal contact with peers and teachers. Both groups said that our districts online tools for communication and interchange of student activities was helpful, they all said that they had troubles with connectivity and ability to follow lessons in real time.
3. Cancellation of activities, and socialization opportunities for students. This was another big issue. It is quite clear that students want as normal of an environment as they normally experience. It was extremely important that their normal classroom, extra-curricular and outside of school (field trips, competitions, etc) not be cancelled.

Our ESSER plan takes these recommendations into consideration and their needs are ideas in the plan.

## **Families**

We have worked closely with our families in developing our ESSER support plan. We have conducted parent/community surveys and have also engaged our building and district leadership team. Through those surveys and conversations, it was clear that parents are most interested in the seeing the following items show up in our ESSER plan:

1. Social and Emotional Supports: 72%
2. Learning Loss: 60%
3. Lack of engagement in remote settings: 57%
4. Elimination of activities/return to normal activities: 50%

Although over 1,500 student/parent/community surveys were sent to families, 437 families responded. Community Members were asked to identify themselves. The break down of those respondents were:

1. 85% Parents
2. 7% Community Members
3. 5% Student (Students had previously been engaged in focus groups at the schools)
4. 3% Business Leaders

When asked which student subgroups they believed had been effected the most, the results were as follows:

1. All Students: 50%
2. Economically Disadvantaged: 37%
3. Special Education: 38%
4. Remote Students: 24%
5. Students in Isolation: 35%

When asked what they would like to see considered as we move forward, the responses in descending order were:

1. Additional Social and Emotional Supports
2. In-School Social Behavioral and Social-Emotional Clinicians
3. Additional Personnel to support academic interventions
4. Additional Instructional Materials
5. After School Tutoring Programs
6. Summer Learning Programs

You will see that these suggestions from parents are reflective in the plan we have developed. We are placing a greater emphasis on social and emotional interventions, staff and resources. We are also placing a large emphasis on summer school, since we saw very positive gains through our ESSER II moneys applied to summer school last summer.

**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. In addition we have solicited input from our Special Education Interlocal. Below is a list of the input provided through these meetings.

Our administrative team is comprised of 14 school and district administrators. Social and emotional assistance, in the form of additional staff and resources, was the overwhelming need discussed at our District Administrative Meetings, held once per month. Additional staff for academic interventions was the second most needed resource, followed closely by summer school and after school assistance.

The SEK Interlocal collaborates with USD 250 in providing special education and related services to identified district students. The American Rescue Plan Act of 2021 requires LEAs to engage in meaningful consultation with specific stakeholder groups within the LEA and community.

Need: In consultation between USD 250 and the SEK Interlocal, both entities recognize needs and priorities of learning loss, and an increase in psychosocial issues, for disabled students directly related to the pandemic and subsequent school closure and disruptions. Specifically:

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

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

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

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

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

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

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

You will see that this information plays a prominent role in our ESSER plan.

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

The development of our ESSER plan has been a collaborative effort of multiple stakeholder groups which included our staff at USD 250. We sent a survey out to our staff, in conjunction with our local teachers union. Out of our 520 teachers and staff, 151 responded to the survey. Of the 151 responses, 44 were parents of current students, 4 were members of a Native American Tribe, 7 were the parent of a student with disabilities, 1 was the parent of an English Language Learner, 1 was the parent of a homeless student, 2 were foster parents, and 1 was the guardian of a migrant student. 4 staff were Pre-K, 61 were Elementary, 31 were middle school, 37 were high school and 40 were "not applicable". The results of the survey showed the teaching staff would like to have considered (in descending order):

1. Additional personnel and support staff for academic interventions.
2. After School Tutoring Programs/Summer School
3. Expanding social and emotional learning and mental health services
4. Additional behavioral support and interventions
5. Additional instructional materials and resources (software, textbooks, curriculum)

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

## **Tribes**

In a review of our student information system, we identified 4 students who reported as members of a tribe, but 90 students who identify as multi-ethnic, having some Native American ancestry, but not belonging to a specific tribe. We reached out to the 4 families, after researching our SIS system, who belong to a tribe. We also previously sent surveys to the parents of those students who identified as Native.

The four families who belong to a tribe provided us with information that was important to help us understand their thoughts on the affects of the pandemic. All four families said that technology was an important piece in keeping up with the work. They told us that providing their students with technology so that they could access learning materials and communicate with teachers (24-7) was very important. They believed that the online resources that the district and individual teachers developed were important. Although, technology helped them keep up to speed with the learning tasks, there was a realization that there was learning loss that occurred. First, the learning loss came because of the lack of meaningful face-to-face interaction. All four families chose to stay home during the pandemic in the first year when remote learning was allowed. When the students came back to school, however, it was evident that the students were lagging behind their peers who had been in attendance. Summer School helped the students make some gains, but there is still a feeling that they are continuing to lag behind in some areas, especially math. Another area of concern was the affects of isolation. Very little social interaction occurred with these families for over a year. They believe that their children suffered from the isolation and are having difficulties, at times, readjusting to the social aspects of school. In addition, the fear that many Native Americans had of contracting the virus, instilled a lot of fear in the children, and they continue to have difficulties with dealing with that fear. However, due to a limited number of counselors in the buildings, it is difficult to get in to see the counselors to talk about their issues.

In addition, we contacted Chris Howell Executive Director of the Kansas Native American Affairs (KNAA) Office in Topeka. He told us that there are only four (4) recognized tribes in Kansas in Brown, Doniphan and Jackson Counties. He also stated that the tribal management is handled by the tribes themselves so we needed to find out if any of our students belonged to any of those four (4) tribes. We have found no information that they belong to those 4 tribes. Our families belong to tribes from different states. We contacted those tribes, but did not receive a response. Mr. Howell did point us to several resources that would help guide us in developing policies and curriculum guidance.

Alex Red Corn Assistant Professor of Educational Leadership and KSU and Executive Director of the Kansas Association of Native American Education "did not feel that it was their (meaning his organization emphasis mine) place to insert themselves into the consultation process." Furthermore he stated that although he applauds school district for reaching out to them, consultations can be a more complicated context for school leaders that are not close to recognized tribes.

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

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

We reached out to the following civil rights organizations in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights:

ACLU-Kansas  
Kansas Human Rights Commission  
Kansas Action for Children  
Disability Rights Center of Kansas  
Kansas NAACP  
United Way of Southeast Kansas and Southwest Missouri  
Kansas Disability Resources and Advocacy Organizations

The responses that we received were via phone conversations with the following organizations:

1. American Civil Liberties Union of Kansas: Esmie Tseng. She stated that the only concerns and information that they could provide us would mostly fall under the "Police in Schools and the Kansas School to Prison Pipeline", LGBTQ Student Rights and other general issues related to students rights. Unless there were issues that violated a students civil liberties or involved law enforcement to enforce issues related to COVID-19 she could not provide any other guidance.
2. Kansas Human Rights Commission: Ruth Glover She stated that the Kansas Human Rights Commission has not established requirements or guidance regarding ESSER III funding or programs and had no further input.
3. Kansas Action for Children: John Wilson We had a long conversation with Mr. Wilson. He suggested that we look at the following areas to utilize funds:
  - a) Early Childhood and Childcare
  - b) SEL support inside and outside school
  - c) Food security support
  - d) Accessibility to SEL and Physical Health Resources
4. The United Way of Southeast Kansas and Southwest Missouri: Bob Burk, Director of Resource Development and Community Engagement. He stated that the greatest need that they are seeing in our area is in the realm of additional counseling for mental health issues and social and emotional 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**

We held a meeting with service providers in Southeast Kansas in which entities that serve underserved children were invited. Representatives from the United Way, Crawford County Health Department/Mental Health, Southeast Kansas Community Action Program, and TFI Family Services were present.

There were 4 main themes that all entities said were the "main" obstacles created by the pandemic for children and families that they serve:

1. Isolation: Foster care, migrant, and other underserved children experience a lot of isolation in various ways. Foster care children not only experiences being away from their home environment, but also were isolated away from school settings, functions/activities and other students (as well as adults in the buildings) which lead to greater isolation. Migrant children in our community were able to maintain contact and relationships with other migrant families, but remained isolated from all areas of school and society. Other underserved children tended to stay within the home, where unfortunately, there was an increase in isolation but also abuse in some cases.
2. Mental Health: The isolation created additional mental health concerns for all underserved children. The lack of interaction and positive environment/interaction had a profound effect on their mental well-being and are having a difficult time returning to a normal state of equilibrium.
3. Learning Loss: Unfortunately, education is a challenge for many of these children, and the change in delivery and focus during this time created a way in which students fell further behind.
4. Communication: In some instances the language barrier created issues with appropriate and timely communication, and in others, the lack of technology/communication tools (phone, email, internet, etc.) lead to the communication process.

It was encouraging to hear that the districts ability to translate our communications into Spanish and Marshallese was very helpful. We also, through a grant, were able to provide a school sponsored community wireless access through DragonNet in which high speed wireless service could be provided to school owned technology within the home for students to utilize. Summer school and after school programs were mentioned by all entities as being a positive force in helping student keep up with learning objectives and keeping them from falling further behind. And access (allowing providers space within the buildings and during the school day) helped increase the amount of students who were able to be serviced due to lack of transportation, work conflicts, or parents/guardians not able to take students to appointments.

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

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

We provided a link to a survey to thousands of emails, gained from the City of Pittsburg through utility records. We only received 131 responses. We asked 2 questions, which were open ended. We did this so that we could gain information about their thoughts on COVID losses, but also to gain an understanding of where our communities ideas were in general. We anticipated that we would get pushback from patrons, which we did, but we also found some common themes that were similar to the surveys that we sent to staff and parents. There was an overwhelming theme of getting back to normal and allowing students to not to wear masks. However, we saw those as outliers and focused on ideas that would truly help students and the district.

Question #1 was: If resources were available to help address the lingering effects of COVID, in what areas do you believe need to be addressed most?

1. Additional Counseling. social/emotional and mental health supports (by an overwhelming margin) This also included the mental health of teachers
2. Extended School Year and Summer School
3. After School Tutoring
4. Improved technology for remote students
5. Learning Loss

Question #2 was: Are there other ideas that you have that will help address the lingering effects of the COVID pandemic?

These responses were actually less helpful. They were actually full of "stop the nonsense", government overreaching, get vaccinated, remove restrictions, etc. The one theme that stood out however, was that teachers needed to be paid more. They believed that ESSER monies should go toward providing additional pay for what they have gone through. This gets to the heart of retention incentives.

## 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 had an impact on the students, staff and district in USD 250 Pittsburg Community Schools. Pittsburg, although the largest community in southeast Kansas, has similar demographic characteristics as many other communities in our region of the state. There is a history of poverty in our region, and we are now seeing an increase in diversity, especially among the Hispanic and Marshallese populations. As an example, four years ago our Hispanic student population comprise only 12% of our student population but now makes up nearly 19% of our population. That is a 7% increase in that 4-year period. At the same time, our overall Free lunch population has remained steady, and we have seen an increase in the number of identified (SPED) students which has grown to 19%

A demographic breakdown of our district looks like this: (Based on 3,276 students K-12)

Native American >1%  
Asian 2%  
African American 3%  
Multi-ethnic 9%  
Hispanic 18.6%  
White 64.5%  
SPED 19%  
ELL 11.4%  
Homeless 8%  
Foster Care 1%  
Free Lunch 54.25%

One does not have to look far to discover the effects of the pandemic. We have seen three big areas of adverse consequences caused by the pandemic. Those are in the areas of learning loss, social-emotional needs and loss of engagement with others and programs. We wish to illustrate two of these areas with some data from our district.

For learning loss, we will simply use our state assessment data from 2019 compared to 2021. We believe that covers a large span of the pandemic. The data that you will see shows the increase in the percentage of students scoring in the lowest category (Level 1) in both Math and ELA by different subgroups. In a few instances we did see some gains, but overall we saw losses.

Subcategory	Math Level 1 Increase %	ELA Level 1 Increase in %
All	4.79%	-1.17%
SPED	-1.38%	5.75%
ELL	0%	8.32%
Af/Am	3.63%	-5.46%
Hispanic	2.74%	5.56%
American Indian	5.9%	1.73%
Free Lunch	6.63%	5.3%
Homeless	1.76%	3.42%
Foster Care	1.48%	-7.41%

As you can see, in most categories, there is a significant increase in students scoring lower on the state assessment in both Math and ELA, falling into Category 1. Much of the reasoning behind the increase was due to loss of learning driven by factors created by the pandemic. Other data that the district collects shows the same decline in scores across the board. It was created by multiple factors including: remote learning; lack of meaningful engagement; lack of adequate technology per student, especially in the home; lack of parental involvement/motivation; separation of students; lack of meaningful experiences/activities; absenteeism due to COVID illness; and many others. Yet it is our goal to put measures into place, using ESSER III funds to make gains toward improvements in the areas of learning loss, which will be described below.

A second area of concern has been in the area of mental health and social-emotional well-being. This is for both students and staff. In an SEL Survey given to students. We monitor these results each year to determine progress. It is given out to all students 3-5 and 6-12 in separate surveys. (We measure this in a different manner in K-2) The areas that we measure are: classroom effort (Example: How much effort do you put into getting involved in discussions during class?); emotional regulation (Example: When you are feeling pressured, how easily can you stay in control?); self-management (Example: When you were working independently, how often did you stay focused?); social awareness (Example: When others disagreed with you, how respectful were you of their views?); supportive relationships (Example: Do you have a teacher or other adult from school who you can count on to help you, no matter what?); and other background questions (Example: What is your gender?). The results from the survey showed the effects of the pandemic on the students in the increase in percentage of negative rather than positive view points on the subcategories of questions:

	2019 Negative	2021 Negative
Classroom Effort	19%	31%
Emotional Regulation	14%	32%
Self-Management	17%	27%
Social-Awareness	19%	21%
Supportive Relationships	12%	43%

It was shocking to us to see our student surveys the showed an increase of what could be considered negative views of their own characteristics, efforts or connection to others. When we were talking to students in focus groups, this was a topic of conversation. Students felt disconnected with other students, teachers and from "normal" activities that they had been able to perform in, in the past, but now was either taken away or was severely restricted. Some students indicated that their academic efforts waned over the past couple of years, but even more so, they talked about the disconnectedness and the inability of having someone to talk with about their problems, solely because there were just too many other students seeking help which did not allow quality time or conversations.

It is our intent, through this application, and the actual expenditures of ESSER III money, to combat the effects of COVID through learning loss and social-emotional needs. This will be accomplished through several measures which we will connect directly back to these two main issues.

**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)**

According to KSDE documentation for USD 250, we should receive \$7,019,229 in ESSER III resources. To stay in compliance with ESSER III regulations, we will set aside at least 20%, or \$1,403,845.80 in those funds to directly aid our most impacted and our most vulnerable students. In each of the surveys that we sent and the forums in which we hosted, Learning Loss and Social and Emotional needs were among the top needs identified. We believe that we will be able to address these issues through targeted measures in multiple ways.

Last year we saw significant gains through our summer school. We increased the amount of students that we educated and extended the time in which we provided direct instruction from 4 to 6 weeks. The number of staff and resources, of course increased. We utilize Freckle for reading and math in our elementary and middle school summer school programs, linking it to our Success For All (Roots and Wings) curriculum that we utilize throughout the year. At the high school level we focus on Credit Recovery, utilizing Edmentum as the main vehicle of instructional instruction with teachers supports, so students can make marked progress toward their graduation credit requirements. We estimate that summer school will cost \$350,000 per year for the next three years. That is a total of \$1,050,000 which is nearly 75% of the set aside.

We will continue to cooperate with Communities in Schools to help us work with our vulnerable populations to help students and families meet their basic needs and connect to community resources. We contribute \$62,000 per year for this important program which will total \$186,000 for the next three fiscal years.

We will continue to cooperate with Jobs for America's Graduates to assist our students with graduation, post-secondary and employment goals and support. We contribute \$15,000 per year, which we are committed for the next three years for a total of \$45,000.

To address additional Learning Loss issues, we will be utilizing ESSER III money for teacher professional development in LTRS training, specifically how to implement it into our MTSS/RTI models. This training will cost \$60,000 per year in FY23 and FY24, for a total of \$120,000.

Additionally we will be providing teacher professional development in addressing other reading gaps in our secondary MTSS model training on Phonological Awareness training. The cost for that PD will be \$25,000 per year in FY22 and FY23 for a total of \$50,000.

We will implement Edmentum at our secondary levels during the year, with teacher support for students who need additional credit recovery, that could not be gained through summer school. The cost for this program is \$18,000 per year for FY22, FY23 and FY24, or a total of \$54,000.

Our elementary schools will receive BIST training, which is Trauma Informed Behavior Intervention Support Teams training to help assist students in getting in the correct mindset to learn and to promote self-regulation of emotions. The cost of this training is \$8,400 per year in FY22, FY23 and FY24, for a total of \$25,200.

In those programs alone, we intend to spend \$1,530,200 which is more than the required 20% set-aside of \$1,403,845.80 for learning loss. Additional expenditures will also address learning loss and social-emotional issues.

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

During the pandemic, student engagement was an issue. Students whose families chose to stay remote, and chronic absenteeism created educational obstacles to keeping up with academic progress. To assist our staff and students in being able to remain engaged, connected and increase meaningful communication, the district attempted to invest in student machines (chromebooks). This was particularly important to our most vulnerable students who could not afford a personal device. We have secured another grant that provides free or low cost internet access in the home on our own WAN network called Dragon Net. However, we need to continue to provide these devices to our students, while bolstering our infrastructure to support such a robust system. We propose to expend \$600,000 in years FY22, FY23 and FY24 (\$1,800,000 total) to maintain this important engagement and communications system that assists all students, but most importantly our vulnerable population so that they can remain engaged 24/7 no matter what their circumstances. With Chromebook purchases, we know that there will be a certain amount of breakage. We have staff in-house that can repair the machines if we have enough parts and components on hand. We know that this a cheaper model than contracting services for repairs. We propose to purchase \$50,000 per year for FY22-24 in Chromebook parts and components, for a total of \$150,000. This will provide for breakage, and additional components for well over 3,500 machines.

With our growing ESOL student population, which includes some of our most vulnerable students, we wish to employ an additional ESOL teacher. \$65,000/year for FY23 and FY24 for \$130,000.

Student and teacher mental health is a primary concern. We are offering teacher mental health assistance through a cooperative agreement with the Community Health Center of Southeast Kansas and Crawford County Community Health. Our teachers are receiving direct PD/Instruction on how to manage their own mental health and to recognize the signs and symptoms of student mental health issues. Our "Wellness Wednesdays" professional development sessions have been a success so far and we hope that it continues in the future. We will expend \$50,000 in FY22, and \$100,000 in FY23 and FY24 for these PD opportunities, for a total of \$250,000.

We have found that there are not enough therapists and nurses to be employed to help address student mental and physical well-being. So we have expanded our partnership with Community Health Center of Southeast Kansas to employ and additional licensed therapist (\$25,000 FY22-24) and additional nursing (\$35,000 FY22-24) for a total of \$180,000. We will also be utilizing the Greenbush Social-Emotional Growth and School Mental Health Resource assistance program for teacher professional development and program facilitation at a cost of \$15,000 per year for FY223-24, for a total of \$30,000. We want to expend some resources to assist teachers in developing Google Classroom Resources so that they can further engage students, especially those vulnerable students that need more assistance and attention. We would like to expend \$60,000 per year for FY22-23 for a total of \$120,000.

We are looking carefully at curriculum resources that will help support our teachers and our systems in making the largest impact in learning in curricular areas. We especially desire to adopt resources that are not only evidence based, but also provide monitoring tools to track student progress. We propose to spend \$100,000 in FY22, \$250,000 in FY23 and \$350,000 in FY24, for a total of \$700,000.

Teacher anxiety, stress and burn-out are at an all-time high. We recognize that there is a current teacher shortage and an impending increase in teachers leaving the profession. We intend to utilize ESSER III funds to provide for Teacher Retention Premium Pay to help retain quality teachers and provide an opportunity for them to feel valued through monetary compensation. We propose to utilize \$750,000 per year for FY23-24 for a total of \$1,500,000.

We will still have \$629,029.80 remaining in ESSER III funds that we wish to utilize for other uses as we move forward and discover other needs in the next couple of years.

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

We believe that our application requests for funds is focused on learning loss, mental health (social-emotional well-being of students and staff, student and staff wellness, connecting students to critical resources and providing teachers with the professional development and resources that the need to help students make significant gains. We utilize Panorama to track multiple measures including academic progress, absenteeism, behavioral issues, IEP progress, student improvement team progress, state and local assessments, SEL progress and curriculum implementation progress.

We also track data through our MTSS processes, SFA, Freckel, Kansas Communities that Care survey, LINK consortium data and other local assessments.

All of these will provide us with the information to be able to track individual students, sub-groups of students, larger groups (ex: grade level, building, teacher) or all students. A focus will be on students who have been effected by the pandemic the greatest, with special care taken to monitor the progress of our most vulnerable students that have been disproportionately impacted.

Collecting and analyzing data is a regular practice in our district as a whole, by buildings and grade levels or departments. That data is utilized to inform decision making. We feel as though we will be able to evaluate the progress and success of all of the interventions that we enact.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$7,019,229	\$0	\$7,019,229	ESSER III Allocations	\$1,403,846
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$7,019,229	\$0	\$7,019,229	Amount Still Needed	\$1,403,846
In Review Total	\$6,485,275	\$0	\$6,485,275	In Review Total	\$1,399,000
Amount Left	\$533,954	\$0	\$533,954	Amount Still Needed	\$4,846

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
250-3-0001	Direct	True	1000	100	11A	\$1,050,000	Task Force Review
250-3-0002	Direct	False	1000	221	11A	\$195,075	Task Force Review
250-3-0003	Direct	True	1000	100	12	\$130,000	Task Force Review
250-3-0004	Direct	False	1000	100	16	\$1,500,000	Task Force Review
250-3-0005	Direct	False	2100	300	4	\$186,000	Task Force Review
250-3-0006	Direct	True	2100	300	12	\$45,000	Task Force Review
250-3-0007	Direct	False	2100	300	10	\$75,000	Task Force Review
250-3-0008	Direct	False	2100	300	6	\$30,000	Task Force Review
250-3-0009	Direct	True	1000	300	9	\$54,000	Task Force Review
250-3-0010	Direct	False	2200	300	6	\$25,200	Task Force Review
250-3-0011	Direct	True	2200	300	8	\$120,000	Task Force Review
250-3-0012	Direct	False	1000	700	9	\$1,950,000	Task Force Review
250-3-0013	Direct	False	1000	600	12	\$700,000	Task Force Review
250-3-0014	Direct	False	2200	500	6	\$320,000	Task Force Review
250-3-0015	Direct	False	2100	300	16	\$105,000	Task Force Review

## Line Item Details

Line Item ID: 250-3-0001

**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**

SALARY/SUMMER

**Account Number**

76110

**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**

Summer School: This intervention is specifically designed to address learning loss for all students. However we find that students who are low-income, children with disabilities, ELL students, racial and ethnic minorities, homeless students and students in foster care make up the predominant number of students who attend summer school. Also to help cover costs of utilities, transportation and materials needed to run summer school.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$350,000
<b>Budgeted Expenditures in SFY 2023</b>	\$350,000
<b>Budgeted Expenditures in SFY 2024</b>	\$350,000
<b>Total Expenditures</b>	\$1,050,000

**Status**

Task Force Review

Line Item ID: 250-3-0002

**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**

PAYROLL TAX/FRINGE

**Account Number**

76140

**Function Code**

1000 - Instruction

**Object Code**

221 - FICA - Employer's Contribution

**Allowable Use**

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

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

CORRESPONDS WITH ALL SALARY PAID

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$26,775
<b>Budgeted Expenditures in SFY 2023</b>	\$84,150
<b>Budgeted Expenditures in SFY 2024</b>	\$84,150
<b>Total Expenditures</b>	\$195,075

**Status**

Task Force Review

Line Item ID: 250-3-0003

**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**

SALARY/CERT

**Account Number**

76105

**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**

ESOL Teacher: Hiring additional ESOL Teacher. Addressing learning loss in our ELL population. The additional staff will help reduce the pupil to teacher ratio in our ESOL program and provide much needed support in some of our most disadvantaged students in the learning process.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$65,000
<b>Budgeted Expenditures in SFY 2024</b>	\$65,000
<b>Total Expenditures</b>	<u>\$130,000</u>

**Status**

Task Force Review

Line Item ID: 250-3-0004

**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**

SALARY-CERT

**Account Number**

76105

**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**

Teacher Retention Premium Pay: Retaining quality staff who are all trained in all vital areas that address student learning loss and social-emotional needs to ensure that we are assisting students in making adequate academic and social-emotional progress during the continued pandemic. We will plan to pay \$600 in the Fall and \$400 in the Winter for approximately 750 staff each of the two years.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$750,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$750,000
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<b>Total Expenditures</b>	<u>\$1,500,000</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

4/28/22 Please let us know 1. How many staff? 2. How much per staff? 3. Anticipated payment date. Premium pay can not be used for the 20% set aside.

Line Item ID: 250-3-0005

**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**

SUPPORT SVC STDT/PURCH SERVICES

**Account Number**

76150

**Function Code**

2100 - Support Services (Students)

**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**

Communities in Schools: Addressing the unique needs of students or our most vulnerable students by connecting them with community resources. This included outreach and service delivery can best meet the needs of unique populations. It provides a safe in-person environment who need in-person support by providing for some of the most basic needs that students and families have.

All but one of our CIS site coordinators have turned over since the COVID pandemic began and we new that we had to refocus our efforts. Although some of the components of CIS remain, we had to reimagine how we deliver these services. Large numbers of our most vulnerable students were remote, so we had to find ways to continue to provide the learning opportunities using remote methods, and more in-home visitation than ever before. At the same time, there were challenges in staying committed to the social-emotional needs of students who did not make the physical visits to the therapists that they regularly saw. Since, many of our students and parents chose to "shelter in place" there was increase in the load of work that our CIS workers took on to make sure to take care of the needs of these students in-house and remote sites. In addition, the loss of in-person connection created more disengagement and social isolation issues in which our CIS workers have had to overcome by implementing new programs and strategies to overcome. They are now holding more group sessions with targeted topics while finding new community resources to connect them to to overcome their issues. For those who remained on-site during the pandemic, each buildings CIS coordinator implemented a new tutoring and homework assistance program after school so that they would be able to keep up with the work and maintain their progress toward mastery of outcomes.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$62,000
<b>Budgeted Expenditures in SFY 2023</b>	\$62,000
<b>Budgeted Expenditures in SFY 2024</b>	\$62,000
<b>Total Expenditures</b>	\$186,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

4/28/22 Please explain how Communities in Schools will address the COVID-19 need. How is this different than the services prior 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**

SUPPORT SVC STDT/PURCH SERVICES

**Account Number**

76150

**Function Code**

2100 - Support Services (Students)

**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**

Jobs for Americas Graduates: Graduation, Post-Secondary and Employment support. Addressing the unique needs of students or our most vulnerable students by connecting them with community resources. This included outreach and service delivery can best meet the needs of unique populations. It provides a safe in-person environment who need in-person support by providing for some of the most basic needs that students and families have.

USD 250's JAG-K program continues to have an elective course in which the the students work with the JAG coordinator to address the specific needs of students in overcoming barriers in graduating and career path success. A part of the program has always been on-site business/industry work development through internships or other training methods. However, due to COVID, many of our companies were not allowing our students into their place of operation, and we had to find different methods to help fill that portion of the program that was missing. So our JAG coordinator worked with staff to develop more project based learning which incorporated 87 skills and competencies that they had to meet. They also worked with local businesses to do remote engagement with local businesses, PSU, the Pittsburg Chamber of Commerce and the City of Pittsburg to help develop skills via Zoom meetings and Google resources on how to build resume's interview for jobs, find a post-secondary institution of their liking. This method of engagement proved to be difficult because it was not the same type of engagement that the students were used to. So the JAG coordinator created an "After 5" program in which several business' and industry executives allowed our students to go to their place of employment and work on individual projects when other workers were not in the building, working with the JAG coordinator and one person from the business. This has created a lot of extra work and eaten up a lot more time of the JAG coordinator. I hope that we can keep her in that position because it has worn her out.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$15,000
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	<u>\$45,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

4/28/22 Please explain how this service is connected to the COVID-19 need. How is this different that what was provided prior to COVID-19?

Line Item ID: 250-3-0007

**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**

SUPPORT SVC STDT/PURCH SERVICES

**Account Number**

76150

**Function Code**

2100 - Support Services (Students)

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**10 - Providing mental health services  
and supports.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Therapist CHC: Providing additional licensed therapy to students who are in need and whose families do not have resources to meet those needs. We will provide additional mental health needs for our students, which were directly effected by, and continue to be effected by the pandemic. We will continue to bolster our relationship with the Community Health Center of Southeast Kansas.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$25,000
<b>Budgeted Expenditures in SFY 2023</b>	\$25,000
<b>Budgeted Expenditures in SFY 2024</b>	\$25,000
<b>Total Expenditures</b>	<u>\$75,000</u>

**Status**

Task Force Review

Line Item ID: 250-3-0008

**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**

SUPPORT SVC STDT/PURCH SVC

**Account Number**

76150

**Function Code**

2100 - Support Services (Students)

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**6 - Training and professional  
development for LEA staff on sanitation  
and minimizing the spread of infectious  
disease.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Greenbush SEL Program: Contract with Greenbush to provide professional development and implementation strategies for staff to help identify students with Social-emotional needs and to help facilitate the development of programs to assist in student needs. This will help us develop and provide mental health services and supports for all students, but more specifically those students who are the most vulnerable.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	<u>\$30,000</u>

**Status**

Task Force Review

Line Item ID: 250-3-0009

**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**

INSTR SUPPORT/OPS

**Account Number**

76160

**Function Code**

1000 - Instruction

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

Edmentum: Daily Regular Credit Recovery. Students who have fallen behind can utilize this program to help catch up on curricular progress and provide an avenue for credit to be gained, helping them stay on pace for graduation.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$18,000
<b>Budgeted Expenditures in SFY 2023</b>	\$18,000
<b>Budgeted Expenditures in SFY 2024</b>	\$18,000
<b>Total Expenditures</b>	<u>\$54,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

4/28/22 Additional information in the comments. They will implement Edmentum.

Line Item ID: 250-3-0010

**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**

SUPPORT SVC INSTR/PURCH SVC

**Account Number**

76170

**Function Code**2200 - Support Services (Instructional  
Staff)**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**6 - Training and professional  
development for LEA staff on sanitation  
and minimizing the spread of infectious  
disease.**Please describe the expenditures within the account and how they will address a COVID-19 need**

BIST: Trauma Informed Behavior Intervention Support Systems. Providing training for teachers in trauma informed behavioral interventions that support students who have trouble with self-regulation and management of their emotions, but contracting with an outside agency that will help continue the development of the districts SEL protocols and systems.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$8,400
<b>Budgeted Expenditures in SFY 2023</b>	\$8,400
<b>Budgeted Expenditures in SFY 2024</b>	\$8,400
<b>Total Expenditures</b>	<u>\$25,200</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**

SUPPORT SVC/INSTR

**Account Number**

76170

**Function Code**

2200 - Support Services (Instructional Staff)

**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**

Development of Classroom Resources to assist students with learning opportunities when remote. These classroom resources will be specifically designed to not only be a regular part of the curriculum but will also target curriculum activities that help students who have fallen behind or are missing class time.

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

**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**

EQUIP/INSTR

**Account Number**

76180

**Function Code**

1000 - Instruction

**Object Code**

700 - PROPERTY

**Allowable Use**

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

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

Chromebook and Technology Infrastructure Parts and Components: Educational Technology Purchases: Expenditures in hardware, software and connectivity (infrastructure) so that all students can stay in contact 24/7 with instructors and improve student, parent, and parent communication and curriculum engagement. With Chromebook purchases, we know that there will be a certain amount of breakage. We want to keep the machines in the hands of students as much as we can. We have staff in-house that can repair the machines if we have enough parts and components on hand. We know that this a cheaper model than contracting services for repairs. We propose to purchase \$50,000 per year additional for FY22-24 in Chromebook parts and components, for a total of \$150,000. This will provide for breakage, and additional components for well over 3,500 machines.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$650,000
<b>Budgeted Expenditures in SFY 2023</b>	\$650,000
<b>Budgeted Expenditures in SFY 2024</b>	\$650,000
<b>Total Expenditures</b>	\$1,950,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 250-3-0013

**Allocation Type**

Direct Allocation

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

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

**Account Name**

SUPPLIES/CURR

**Account Number**

76190

**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**

Curriculum Materials: Adoption of Curriculum Materials that will help provide sound curriculum but will also provide monitoring systems that will help track and provide direction for MTSS groups and practices to help the most needy students. We are looking carefully at curriculum resources that will help support our teachers and our systems in making the largest impact in learning in curricular areas. We especially desire to adopt resources that are not only evidence based, but also provide monitoring tools to track student progress.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$100,000
<b>Budgeted Expenditures in SFY 2023</b>	\$250,000
<b>Budgeted Expenditures in SFY 2024</b>	\$350,000
<b>Total Expenditures</b>	<u>\$700,000</u>

**Status**

Task Force Review

Line Item ID: 250-3-0014

**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**

OTHER PURCH SVC

**Account Number**

76200

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

500 - OTHER PURCHASED SERVICES

**Allowable Use**

6 - Training and professional development for LEA staff on sanitation and minimizing the spread of infectious disease.

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

Teacher Professional Development: Dragon Learning Support Teams and Wellness Wednesdays. Professional development is to address staff and student mental health by providing them with tools to connect needy students to community resources, develop and implement early warning systems to identify mental health needs, work with local health professionals to train staff on mental health issues and to watch for student, staff and parental warning signs and how to respond appropriately.

Teacher Professional Development: Addressing Reading Gaps in Secondary MTSS Phonological Awareness Training. We will address learning loss of all students, but specifically addressing low-income, children with disabilities, ELL students, racial and ethnic minorities, homeless students and students in foster care through professional development which implements evidence based practices in reading gaps, including monitoring tools, student support and ways of engaging families in the learning process.

Teacher Professional Development: LETRS Training, MTSS/RTI. We will address learning loss of all students, but specifically addressing low-income, children with disabilities, ELL students, racial and ethnic minorities, homeless students and students in foster care through professional development which implements evidence based practices in reading gaps, including monitoring tools, student support and ways of engaging families in the learning process.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$75,000
<b>Budgeted Expenditures in SFY 2023</b>	\$135,000
<b>Budgeted Expenditures in SFY 2024</b>	\$110,000
<b>Total Expenditures</b>	<u>\$320,000</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**

SUPPORT SVC/PURCH SVC

**Account Number**

76150

**Function Code**

2100 - Support Services (Students)

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

Nursing Increase: Providing compensation for nursing support thorough Community Health Center of Southeast Kansas. The pandemic created a situation in which our nursing staff could not keep up the the physical needs of our students, including direct COVID related needs. We intend to partner with CHC to develop a more robust mitigation system within our nursing program that can fulfill the needs of students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$35,000
<b>Budgeted Expenditures in SFY 2023</b>	\$35,000
<b>Budgeted Expenditures in SFY 2024</b>	\$35,000
<b>Total Expenditures</b>	<u>\$105,000</u>

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0251

Status

Task Force Review

## KSDE Application Comments

Stakeholder Feedback

Tribes - Did you get a response from any of the students?

Civil Rights Organizations - Who did you reach out to and what did that entail? Please refer to the ESSER III Toolkit linked here: [https://docs.google.com/document/d/1axRNqx\\_atmSXg3WebTBgZ2Aqrcf96SY\\_Zi7y0ycBJTw/edit](https://docs.google.com/document/d/1axRNqx_atmSXg3WebTBgZ2Aqrcf96SY_Zi7y0ycBJTw/edit)

Student Subgroups - Who did you reach out to and what was the information that was provided to them?

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 Lyon County	614 Main St, Americus, KS 668350527	PO Box 527, Americus, KS 668350527
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Robert Blair	blairb@usd251.org	(620) 481-2085

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Nicolette Nuessen	Board Clerk & Business Manager	nuessenn@usd251.org	(620) 481-2085

## 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/1458338/Reopening\\_Plan\\_B\\_-\\_REVISED\\_8\\_9\\_21.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1458338/Reopening_Plan_B_-_REVISED_8_9_21.pdf)

## Use of Funds for CDC Guidance

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

At the beginning of the 2021-22 school year the Board of Education revised our return to school plan consistent with CDC guidelines. This has allowed our district to open schools safely and operate schools in a manner to maximize in-person learning. USD 251 will direct a portion of its ESSER III funds to implement prevention and mitigation strategies in the areas of cleaning and disinfecting, and student health services.

USD 251 plans to allocate ESSER III relief funds in a variety of ways in order to support students. USD 251 plans to allocate about 62% of ESSER III funds to address learning loss for our students. After analyzing the building data for the past 2 school years, our staff has identified the learning gaps that need to be addressed due to the pandemic. We have plans to continue our summer learning program for 2 additional summers, continue with our additional Title I teacher for 2 more years, add 1 additional elementary teacher for the next 2 years, and add 1 additional elementary aide position for the next 2 years. In order to offset the increased workload and safety of our students and staff we plan to extend our second nurse position for 1 additional year. In order to offset the increased workload and safety of our students and staff we plan to add 1 additional fulltime custodian to engage in cleaning and sanitizing. Throughout the pandemic, USD 251 has allocated significant time and resources in updating our technology in training teachers and students. USD 251 plans to utilize ESSER III funds to continue with technology upgrades which will provide each student with their own learning device. Furthermore, in order to accomplish the needed technology upgrades, professional development and to meet the needs of our students we plan to convert our technology support position from part time to fulltime.

## Stakeholder Engagement

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

### Students

USD 251 has taken the following steps to consult all stakeholders in the development of our districts ESSER III plan. A town hall meeting was held with parents and students. Students were presented with the ESSER III funding information, allowable uses, and were given a survey to indicate their opinions on how funds should be allocated by the district. All student survey results were considered in determining how the ESSER III funds will be allocated.

In developing our ESSER III plan we considered the survey results and hosted focus groups representing all student subgroups to determine their highest levels of need for pandemic related instruction and support.

The following supports received the most interest from our students:

- Expand programs during the school year to address learning loss
- Provide summer extended learning to address learning loss
- Purchase additional technology

Our ESSER III plan takes these recommendations into consideration.

### Families

USD 251 has taken the following steps to consult all stakeholders in the development of our districts ESSER III plan. A town hall meeting was held with parents and students. Parents and students were presented with the ESSER III funding information, allowable uses, and were given a survey to indicate their opinions on how funds should be allocated by the district. All parent and student survey results were considered in determining how the ESSER III funds will be allocated.

The following supports received the most interest from our families:

- Expand programs during the school year to address learning loss
- Provide summer extended learning to address learning loss
- Purchase additional technology

Our ESSER III plan takes these recommendations into consideration.

### School and District Administrators including Special Education Administration

USD 251 held an administration meeting with all directors. A brainstorming session was conducted to determine the best way to utilize the ESSER III funds to benefit students. All ideas were taken into consideration and then prioritized.

The following supports received the most interest from administration including special education administration:

- Expand Title I program for learning loss
- Add staff to lower class sizes
- Purchase additional technology
- Hire additional nurse
- Hire additional custodian
- Expanded IT support

Our ESSER III plan takes these recommendations into consideration.

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

USD 251 building principals conducted building level faculty meetings to seek input from all teachers and staff. In addition teachers and staff were given the same survey as our students and families. In addition, the following groups were also consulted: District Leadership Team, Building Leadership Team, Superintendent Council, and Site Council.

The following supports received the most interest from teachers, principals, and staff:

- Expand Title I program for learning loss
- Add staff to lower class sizes
- Purchase additional technology
- Hire additional custodian
- Expanded IT support

Our ESSER III plan takes these recommendations into consideration.

### **Tribes**

We currently do not have any tribes in our area. However we have 3 students who identify as Native American and we sought their input with the survey and used the feedback to guide our decision making. The student feedback advised us to provide summer school, additional technology for students, and additional teachers.

In addition our school district mailed a letter requesting input from 4 Native American tribes in Kansas. Letters were sent to the Iowa Tribe, Kickapoo Tribe, Prairie Band, and Sac and Fox. To date we have not received any feedback from the 4 tribes.

After all parents and students were presented with ESSER III funding and survey information, a follow-up phone call was made to our 3 Native American students and families to ensure their input. All 3 students and families indicated that they were in favor of extended learning summer school, additional technology for students, and an additional teacher to assist with reading.

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

We currently do not have any civic groups in our area. We have reached out to civil rights and disability rights organizations in our state/region seeking feedback on our plans. While we have not heard back from anyone, we have proceeded to implement the student supports that will benefit all student populations. We mailed letters to the 2 closest NAACP Chapters to our school district. Letters were mailed NAACP Topeka and NAACP Wichita seeking input regarding our plan. To date we have not received any feedback from either group. While we did not hear back from anyone, we have still implemented the following supports that we believe will benefit all populations of our students:

- Additional Title I teacher
- Additional teacher to lower class sizes
- Purchasing educational technology
- Summer school

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

USD 251 used a survey to gather input from our students and families with disabilities, children in foster care, and the underserved population. In addition student focus groups were held to gather input and receive feedback about our plan. Students identified as homeless, disabled, and/or in foster care were included in focus groups to gather their input and receive feedback about our plan. In addition, parents of these students were also included in these focus groups. The students and parents were very supportive of all of the items in our plan.

USD 251 does not have any students in the following sub categories:

English Learners

Migratory students

Children who are incarcerated

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

Input from the public was sought by providing the ESSER III survey link on our school website, publishing in the district newsletter, social media, and the town hall meeting.

## **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 overall impact of COVID-19 on our school district has been significant. From a budgetary standpoint, it has negatively affected our district's overall budget during the 2020-21 and 2021-22 school years. We have incurred additional expenses associated with the implementation of safety mitigation measures and the purchase of additional technology, as well as classroom learning materials. Furthermore, our K-12 formative assessment data during the 2020-21 and 2021-22 school years have demonstrated a negative impact on our students in grades K-12. The most significant learning loss has taken place in grades K-5. More importantly, our special education population and at-risk students have been impacted disproportionately with regard to learning loss.

North Lyon County schools is a small, rural district serving K-12 students. Prior to the pandemic, our formative and summative academic testing scores were on the rise. Following the statewide school building closure in the spring of 2020, our staff was concerned about the potential for student learning loss. When we returned to school for 2020-21 school year, our data began to reveal significant learning loss in the core subject areas.

During the 2020-21 school year, our school experienced a significant number of student and staff quarantines, which continued to negatively affect learning interventions and learning gaps. During 2021-22 school year, we have had a significant decrease in student and staff quarantines. This has allowed us to more effectively implement student learning interventions and make progress enclosing the learning gaps in the core subjects. However, our learning data indicates that many students are needing additional interventions in reading, math, and more small group and one-on-one support.

**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:

Educational research indicates that a summer learning program will help close learning gaps and prevent summer learning loss. Research indicates that summer learning programs focusing on remedial, accelerated, or enriched learning has a positive impact on the knowledge and skills of participants.

<https://eric.ed.gov/?q=summer+learning+loss&id=EJ1226152>

<http://www.ldonline.org/article/8057/>

<https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Announcements-Special-Education-and-Title-Services/Best-Practices>

Allocated: \$65,000.00

Title I Teacher and an additional Elementary Teacher (2 years):

<https://www.ascd.org/el/articles/small-class-size-and-its-effects>

<https://www.aasa.org/SchoolAdministratorArticle.aspx?id=15680&terms=Small+Classes%2C+Big+Possibilities%2C>

Allocated: \$206,000.00

Over 20% of our ESSER funds will address the academic impact of learning loss by utilizing an additional Title I teacher to implement reading and math interventions with students. In addition, summer school will be utilized through the high school credit recovery program and the implementation of additional reading and math interventions to keep students on track in their grade level. Finally, the hiring of one additional teacher for primary grades will serve to reduce class sizes, thus providing more student support from primary teachers.

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

Additional Custodian (2 years):

Allocated: \$70,000.00

IT Staff (convert part time to fulltime for 2 years):

Allocated: \$50,000.00

Additional Technology Devices:

Allocated: \$30,896.00

Premium Pay for Certified and Classified Staff:

To retain those who are providing extra services and willing to continue working in a pandemic environment.

Allocated: \$80,000.00

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

All interventions utilizing ESSER III funds for USD 251 North Lyon County schools has been directly tied to the prevention and spread of COVID-19, and addressing the academic student gaps that resulted from the pandemic. USD 251 will continue to utilize a data driven approach to monitor and track all student's academic progress in all core areas.

USD 251 will utilize the following informal and formal assessments:

Kansas State Assessments

AimsWeb - reading, math

MTSS Interventions

NWEA Map Assessments

Informal Classroom-Based Assessments

ACT

Pre-ACT

Interim State Assessments

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation
ESSER III Allocations	\$501,896	\$0	\$501,896
Approved Total	\$0	\$0	\$0
Amount Left	\$501,896	\$0	\$501,896
In Review Total	\$501,896	\$0	\$501,896
Amount Left	\$0	\$0	\$0

	20% Minimum
ESSER III Allocations	\$100,380
Approved Total	\$0
Amount Still Needed	\$100,380
In Review Total	\$271,000
Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
251-3-0001	Direct	True	1000	110	1A	\$80,000	Task Force Review
251-3-0002	Direct	True	1000	110	1A	\$101,000	Task Force Review
251-3-0003	Direct	True	1000	210	1A	\$9,000	Task Force Review
251-3-0004	Direct	True	1000	220	1A	\$13,800	Task Force Review
251-3-0005	Direct	True	1000	250	1A	\$2,000	Task Force Review
251-3-0006	Direct	True	1000	290	1A	\$200	Task Force Review
251-3-0007	Direct	True	1000	110	11A	\$38,000	Task Force Review
251-3-0008	Direct	True	1000	110	11A	\$20,300	Task Force Review
251-3-0009	Direct	True	1000	210	11A	\$1,500	Task Force Review
251-3-0010	Direct	True	1000	220	11A	\$4,500	Task Force Review
251-3-0011	Direct	True	1000	250	11A	\$600	Task Force Review
251-3-0012	Direct	True	1000	290	11A	\$100	Task Force Review
251-3-0013	Direct	False	2600	120	15	\$59,000	Task Force Review
251-3-0014	Direct	False	2600	210	15	\$5,800	Task Force Review
251-3-0015	Direct	False	2600	220	15	\$4,500	Task Force Review
251-3-0016	Direct	False	2600	250	15	\$600	Task Force Review
251-3-0017	Direct	False	2600	290	15	\$100	Task Force Review
251-3-0018	Direct	False	2500	121	15	\$43,800	Task Force Review
251-3-0019	Direct	False	2500	210	15	\$3,000	Task Force Review
251-3-0020	Direct	False	2500	220	15	\$3,000	Task Force Review
251-3-0021	Direct	False	2500	250	15	\$100	Task Force Review
251-3-0022	Direct	False	2500	290	15	\$100	Task Force Review
251-3-0023	Direct	False	1000	610	9	\$25,400	Task Force Review
251-3-0024	Direct	False	1000	610	9	\$5,496	Task Force Review
251-3-0025	Direct	False	1000	110	15	\$23,000	Task Force Review
251-3-0026	Direct	False	1000	110	15	\$17,000	Task Force Review
251-3-0027	Direct	False	1000	120	15	\$20,000	Task Force Review
251-3-0028	Direct	False	1000	120	15	\$10,000	Task Force Review
251-3-0029	Direct	False	1000	210	15	\$5,000	Task Force Review
251-3-0030	Direct	False	1000	220	15	\$4,500	Task Force Review

251-3-0031	Direct	False	1000	250	15	\$400	Task Force Review
251-3-0032	Direct	False	1000	290	15	\$100	Task Force Review

## Line Item Details

Line Item ID: 251-3-0001

**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**

Title I Teacher Salaries

**Account Number**

73-1000-110-2

**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**

Expand Title I Program, adding a Title I Teacher for 2 years to help address learning loss in the areas of reading and math.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$40,000
<b>Budgeted Expenditures in SFY 2024</b>	\$40,000
<b>Total Expenditures</b>	\$80,000

**Status**

Task Force Review

Line Item ID: 251-3-0002

**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**

NLC Teacher Salaries

**Account Number**

73-1000-110-1

**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**

Additional Elementary Teacher in order to reduce class sizes to address learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
<b>Budgeted Expenditures in SFY 2024</b>	\$51,000
<b>Total Expenditures</b>	\$101,000

**Status**

Task Force Review

Line Item ID: 251-3-0003

**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**

125 Insurance

**Account Number**

73-1000-210-0

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

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

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

125 Insurance for additional Elementary Teacher and a Title I Teacher

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

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

**Budgeted Expenditures in SFY 2023** \$4,000

**Budgeted Expenditures in SFY 2024** \$5,000

**Total Expenditures** \$9,000

**Status**

Task Force Review

Line Item ID: 251-3-0004

**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

**Account Number**

73-1000-220-0

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

Social Security for additional Elementary and a Title I Teacher

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

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

**Budgeted Expenditures in SFY 2023** \$6,500

**Budgeted Expenditures in SFY 2024** \$7,300

**Total Expenditures** \$13,800

**Status**

Task Force Review

Line Item ID: 251-3-0005

**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**

Unemployment

**Account Number**

73-1000-250-0

**Function Code**

1000 - Instruction

**Object Code**

250 - Tuition Reimbursement

**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**

Unemployment contributions for additional Elementary Teacher and a Title I Teacher

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,000**Budgeted Expenditures in SFY 2024** \$1,000**Total Expenditures** \$2,000**Status**

Task Force Review

Line Item ID: 251-3-0006

**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**

Other Employee Benefits

**Account Number**

73-1000-290-0

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

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

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

Other employee benefits for additional Elementary Teacher and a Title I Teacher

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$100**Budgeted Expenditures in SFY 2024** \$100**Total Expenditures** \$200**Status**

Task Force Review

Line Item ID: 251-3-0007

**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**

NLC Teacher Salaries

**Account Number**

73-1000-110-1

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Summer School Teacher Salaries for K-8 Students in order to address learning loss. Summer School will employ 10 Teachers for a period of 3 weeks.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$19,000
<b>Budgeted Expenditures in SFY 2024</b>	\$19,000
<b>Total Expenditures</b>	<u>\$38,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Just for clarification, how many teachers does this cover for the # of weeks of summer school?

Line Item ID: 251-3-0008

**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**

NHHS Teacher Salaries

**Account Number**

73-1000-110-3

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Summer School Teacher Salaries for High School Students to address learning loss and help with credit recovery. Summer School will employ 6 Teachers for 3 weeks.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$10,300
<b>Total Expenditures</b>	<u>\$20,300</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Just for clarification, how many teachers does this cover for the # of weeks of summer school?

Line Item ID: 251-3-0009

**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**

125 Insurance

**Account Number**

73-1000-210-0

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

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

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

Insurance for Summer School Teachers

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

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

**Budgeted Expenditures in SFY 2023** \$500

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

**Total Expenditures** \$1,500

**Status**

Task Force Review

Line Item ID: 251-3-0010

**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**

Social Security

**Account Number**

73-1000-220-0

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

Social Security for Summer School Teachers

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

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

**Budgeted Expenditures in SFY 2023** \$2,500

**Budgeted Expenditures in SFY 2024** \$2,000

**Total Expenditures** \$4,500

**Status**

Task Force Review

Line Item ID: 251-3-0011

**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**

Unemployment

**Account Number**

73-1000-250-0

**Function Code**

1000 - Instruction

**Object Code**

250 - Tuition Reimbursement

**Allowable Use**

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

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

Unemployment contributions for Summer School Teachers. The object code 250 is set up in our system for unemployment contributions.

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

<b>Budgeted Expenditures in SFY 2023</b>	\$300
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<b>Budgeted Expenditures in SFY 2024</b>	\$300
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<b>Total Expenditures</b>	<u>\$600</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

This cost is to cover unemployment contributions for summer school teachers. It looks like the object code ties this cost to tuition reimbursement. Would you make sure this is the correct object code and clarify?

Line Item ID: 251-3-0012

**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**

Other Employee Benefits

**Account Number**

73-1000-290-0

**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 benefits for Summer School Teacher

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

<b>Budgeted Expenditures in SFY 2023</b>	\$50
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<b>Budgeted Expenditures in SFY 2024</b>	\$50
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<b>Total Expenditures</b>	<u>\$100</u>
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**Status**

Task Force Review

Line Item ID: 251-3-0013

**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**

Custodial Salaries

**Account Number**

73-2600-120-0

**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**

Additional custodian to help with disinfecting and cleaning

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$29,000
<b>Budgeted Expenditures in SFY 2024</b>	\$30,000
<b>Total Expenditures</b>	\$59,000

**Status**

Task Force Review

Line Item ID: 251-3-0014

**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**

125 Insurance

**Account Number**

73-2600-210-0

**Function Code**

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

**Object Code**

210 - Group Insurance

**Allowable Use**

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

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

Insurance for additional custodian

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,800
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	\$5,800

**Status**

Task Force Review

Line Item ID: 251-3-0015

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Social Security

**Account Number**

73-2600-220-0

**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**

Social Security for additional custodian

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

**Status**

Task Force Review

Line Item ID: 251-3-0016

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Unemployment

**Account Number**

73-2600-250-0

**Function Code**

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

**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**

Unemployment contributions for additional custodian. Object code 250 is set up in our accounting system as unemployment contributions.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$300
<b>Budgeted Expenditures in SFY 2024</b>	\$300
<b>Total Expenditures</b>	<u>\$600</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Could you double check the object code on this item as well? It appears to tie back to tuition reimbursement vs unemployment contributions.

Line Item ID: 251-3-0017

**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**

73-2600-290-0

**Function Code**

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

**Object Code**

290 - Other Employee Benefits

**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**

Other benefits for additional custodian

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$50
<b>Budgeted Expenditures in SFY 2024</b>	\$50
<b>Total Expenditures</b>	<u>\$100</u>

**Status**

Task Force Review

Line Item ID: 251-3-0018

**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**

Technology Staff

**Account Number**

73-2500-120-0

**Function Code**

2500 - Central Services

**Object Code**

121 - Full-Time 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**

Expanded hours for our IT Staff that are necessary to maintain the operation of and continuity of services. This will expand our Assistant Technology Coordinators hours from 4 hours daily to 8 hours daily. His current hourly rate is \$21.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$20,000
<b>Budgeted Expenditures in SFY 2024</b>	\$23,800
<b>Total Expenditures</b>	<u>\$43,800</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Could you provide a breakdown of how these costs were calculated? e.g. # of staff, # of additional hours, rate per hour

Line Item ID: 251-3-0019

**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**

125 Insurance

**Account Number**

73-2500-210-0

**Function Code**

2500 - Central Services

**Object Code**

210 - Group Insurance

**Allowable Use**

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

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

Insurance for IT staff

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$1,500
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 251-3-0020

**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**

73-2500-220-0

**Function Code**

2500 - Central Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

Social Security for IT staff

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,500
<b>Budgeted Expenditures in SFY 2024</b>	\$1,500
<b>Total Expenditures</b>	<u>\$3,000</u>

**Status**

Task Force Review

Line Item ID: 251-3-0021

**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**

Unemployment

**Account Number**

73-2500-250-0

**Function Code**

2500 - Central Services

**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**

Unemployment contributions for IT staff. Object code 250 is set up in our accounting system as unemployment contributions.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$50**Budgeted Expenditures in SFY 2024** \$50**Total Expenditures** \$100**Status**

Task Force Review

**Line Item Comment from KSDE**

Just clarifying again that tuition reimbursement is the correct object code?

Line Item ID: 251-3-0022

**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**

Other Employee Benefits

**Account Number**

73-2500-290-0

**Function Code**

2500 - Central Services

**Object Code**

290 - Other Employee Benefits

**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**

Other benefits for IT staff

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$50**Budgeted Expenditures in SFY 2024** \$50**Total Expenditures** \$100**Status**

Task Force Review

Line Item ID: 251-3-0023

**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**

Expenses - NLC

**Account Number**

73-1000-610-1

**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**

Purchase of additional technology for grades KG-2 to provide 1-1 I-pads which will address learning loss and COVID-19 safety measures. We will purchase 85 I-pads at approximately \$300 each.

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

<b>Budgeted Expenditures in SFY 2023</b>	\$25,400
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$25,400
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Could you please provide a breakdown of these costs? e.g. # of I-pads @ what cost

Line Item ID: 251-3-0024

**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**

Expenses - ELC

**Account Number**

73-1000-610-2

**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**

Purchase of additional technology for grades PK to provide 1-1 I-pads which will address learning loss and COVID-19 safety measures. This will help us purchase 20 I-pads for approximately \$300 each.

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

<b>Budgeted Expenditures in SFY 2023</b>	\$5,496
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$5,496
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Would you please provide a breakdown of cost? e.g. # of I-pads at what cost

**Allocation Type**

Direct Allocation

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

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

**Account Name**

NLC Teacher Salaries

**Account Number**

73-1000-110-1

**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**

Premium Pay for Teachers. This will help us to pay 21 teachers \$1,200 each for their extra duties performed during COVID!

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$23,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$23,000</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**

NHHS Teacher Salaries

**Account Number**

73-1000-110-3

**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**

Premium Pay for Teachers. This will help us pay 16 teachers \$1,200 each for their extra duties performed during COVID!

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$17,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$17,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Could you provide a breakdown of this cost? # of teachers @ what rate

5/9/2022-What time period does the extra duties cover?

Line Item ID: 251-3-0027

**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**

NLC Classified Staff

**Account Number**

73-1000-120-1

**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**

Premium Pay for Classified Staff. This will help us pay a premium to 19 classified staff members in the amount of \$1,200 each for their extra duties performed during COVID.

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

**Status**

Task Force Review

**Line Item Comment from KSDE**

Could you provide a breakdown of this cost? E.g. # of classified staff @ what rate

5/9/2022-What time period does the extra duties cover?

Line Item ID: 251-3-0028

**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**

NHHS Classified Staff

**Account Number**

73-1000-120-3

**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**

Premium Pay for Classified Staff. This will help us pay a premium to 12 classified staff members in the amount of \$1,200 each for their extra duties performed during COVID.

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

**Status**

Task Force Review

**Line Item Comment from KSDE**

Could you please provide a breakdown of this cost? E.g. # of classified staff @ what rate

5/9/2022-What time period does the extra duties cover?

Line Item ID: 251-3-0029

**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**

125 Insurance

**Account Number**

73-1000-210-0

**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**

Insurance contributions for Teacher and Staff Premium Pay

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

Task Force Review

Line Item ID: 251-3-0030

**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**

73-1000-220-0

**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**

Social Security contributions for Teacher and Staff Premium Pay

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$4,500**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4,500**Status**

Task Force Review

Line Item ID: 251-3-0031

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Unemployment

**Account Number**

73-1000-250-0

**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**

Unemployment contributions for Teacher and Staff Premium Pay. Object code 250 is set up in our accounting system as unemployment contributions.

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

**Status**

Task Force Review

**Line Item Comment from KSDE**

Could you double check the object code for this item? The item indicates unemployment contributions but the Object code indicates tuition reimbursement.

Line Item ID: 251-3-0032

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Other Employee Benefits

**Account Number**

73-1000-290-0

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**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**

Other benefit contributions for Teacher and Staff Premium Pay

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

**Status**

Task Force Review



# ESSER III APPLICATION FOR D0281

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>
Graham County	117 N. 3rd Ave, Hill City, KS 676420309	Box 309, Hill City, KS 676420309
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Dale Deighton	daledeighton@usd281.com	(785) 421-2135

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Dale Deighton	Superintendent	daledeighton@usd281.com	(785) 421-2135
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Rebecca Richmeire	rebeccarichmeier@usd281.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.

[www.usd281.com](http://www.usd281.com)

## Use of Funds for CDC Guidance

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

We have hired a software specialist, an elementary counselor, and we are going to provide after school tutoring for students that need or want help with their learning loss.

The software specialist is able to help students and teachers with computer problems when they encounter them. The specialist is also able to research new uses for using the technology and teach the teachers how to better utilize their computers and other classroom technology. In addition to the hiring of the software specialist, we have provided every student, teacher and every classroom with the technology that will help with presenting lessons remotely if necessary and understanding of lessons. We have 1:1 student devices district wide and have developed a rotation for new devices at grades 3, 6, and 9. Students in grades K-2 use ipads while students in grades 3-12 use laptops. Teachers and classrooms are equipped with ClearTouch interactive panels, laptops, and ipads for live streaming of instruction when necessary.

We have purchased the Fastbridge program to assist in identifying students that have experienced learning loss due to the pandemic. This program provides universal screenings in math and reading as well as diagnostic reports and progress monitoring. It will help us target specific skills and provide appropriate interventions in the classroom and after school tutoring program.

The addition of the elementary counselor has helped our young students with the emotional effects of the pandemic. The counselor teaches one lesson per month in each classroom using the Sanford Harmony social emotional learning curriculum. She also sees individuals and small groups as needed and organizes the Ringnecks CARE and school families programs at our grade school. Cooperation, achievement, resilience, and empathy are the character traits represented by Ringnecks CARE and taught in school family groups two times each month. In addition to the grade school counselor being a great asset at our grade school, the hiring of this position has allowed our 7-12 grade counselor to be more focused on the junior/senior high school needs such as individual counseling with students, college and career preparation, ACT administration, and SAFE Date presentations, to name a few.

We will implement the after school tutoring program in the Fall of 2022. Students will be able to work with any teacher at any level to receive help with their learning loss. Fastbridge data will be used to identify gaps in learning and provide appropriate interventions.

## Stakeholder Engagement

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

### Students

We surveyed each student from grades 4-12. The students filled out the survey during their homeroom time. This survey will give the students the ability to voice their opinion and have input on where would be the best use of the money to help offset the effects of the COVID pandemic on their lives.

### Families

We surveyed our families by email, put on our facebook page and put on our webpage so that our parents would have the opportunity to give their input on how and where they feel the best place to use the money to help offset the effects of the COVID-19 viruses effect on their children. The results from the survey showed that our parents wanted for us to use funds to provide an interventions to help children that have some learning loss. They believe that it is also important to have an afterschool program for helping students with learning loss due to the pandemic.

### School and District Administrators including Special Education Administration

Through administration meetings, meetings with the staff and our NKSEC staff, all areas of the school will have the opportunity to share their opinions on how to serve our students the best. We need all input to make sure that we are able to serve our students emotional needs, educational needs and social needs to reduce the effects of the COVID 19 pandemic.

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

Meetings are held with principals, building leadership team, building faculty, janitorial staff, bus drivers and the local teachers union leadership. All of the different teams will have the opportunity to express their views on how to best serve our students' needs due to the effects of the COVID-19 pandemic by filling out the USD 281 COVID-19 survey.

## **Tribes**

According to our community survey, we don't have any tribes or the tribal people that we have do have did not want to mark that category. 80% of our community members marked the category stating that they preferred not to answer.

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

We don't have any civil rights organizations or disability rights organizations in Graham County. The Hill City chamber of commerce was asked if there were any organizations operating in Graham County and they said no, Graham County courthouse was asked if there were any organizations operating in Graham County and they said no, and the Hill City city office was asked if there were any organizations operating in Graham County and they said no. The results from our community survey did not have any organizations identified in what people filled out. We sent our survey to the state Kansas Actions for Children and received no response to our survey.

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

Our students with disabilities and children in foster care, these groups are being represented by our special education service center Northwest Kansas Service Center. The service center is the representative organization for these two groups of students and they make sure that these two groups are served to help alleviate the effects of the COVID-19 pandemic. We do not have any ELL students in the district as per our demographic data that parents fill out at enrollment. We do not have any students incarcerated as per the Graham County sheriff.

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

The USD 281 Community Survey for the COVID-19 pandemic will be emailed to everyone in the Chamber of Commerce organization, Rotary Club, Lions Club, and the Survey will be placed on the USD 281 website and USD 281 Facebook page.

We plan to revamp our District Site Council as well for the 22-23 school year and hope to include parents, community members, and district staff to represent the school, community, and student needs.

The results: 39% of the respondents were Parents, 19.2% were community members, 11% were business owners, 1.5% were service providers, 17.2% staff members, 44% students, 3% other.

Groups that they were associated with: Tribes 0%, Civil rights organizations 0%, Representing interest of Children with disabilities 5.6%, Representing interest of Children with ELL 1%, Representing interest of Children with homeless 0%, Representing interest of Children in foster care 1.5%, Representing interest of Children of migratory 1%, Preferred not to say 86.9%, Other 5%.

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

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

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

We have observed significant learning loss based on state assessment tests for the 2021 school year compared to the scores in 2019.

-Class of 2028 ELA Scores: 36% level 1, 39% level 2, 24% level 3, 0% level 4; For example in the Class of 2028 there are 33 students in this class and 14 students scored the same level, 11 dropped one level, 1 dropped 2 levels and 1 went up a level.

-Class of 2027 ELA Scores: 78% level 1, 7% level 2, 7% level 3, 7% level 4; The Class of 2027 has 27 students 9 stayed the same level, 11 dropped one level, 5 dropped 2 levels.

-Class of 2028 Math Scores: 48% level 1, 39% level 2, 12% level 3, 0% level 4; The class of 2028 there are 33 students in this class and 7 stayed the same level, 18 dropped one level, 2 dropped 2 levels.

-Class of 2027 Math Scores: 63% level 1, 19% level 2, 15% level 3, 4% level 4; The class of 2027 has 27 students and 8 stayed the same level, 15 dropped a level, 2 dropped 2 levels.

We have also instituted the use of ASQ3 and ASQ SE:2 to help the families to be more aware of developmentally appropriate growth and development. We have implemented the ESGI assessment tool for Kindergarten screening to help determine placement for students into either a transitional kindergarten or the traditional Kindergarten class and Title 1 has been extended to include kindergarten to help with the effects of the COVID 19 pandemic on our most vulnerable students. Fastbridge has been utilized for a tiered system of intervention for reading. Ringneck CARE program has been tailored to be a more targeted program to help with student "care for each other". We also use Lexia, STAR, Study Island, and Edgenuity Credit Recovery for learning loss interventions.

90% of the people that filled out our survey stated that they felt that it was somewhat to very important that we provide after school tutoring.

76% of the people that filled out our survey stated that they felt that it was somewhat to very important that we provide summer school.

92% of the people that filled out our survey stated that they felt that it was somewhat to very important that we provide an interventionist to help with the students learning loss due to the pandemic.

91% of the people that filled out our survey stated that they felt that it was somewhat to very important that we preform enhanced cleaning of the facility.

95% of the people that filled out our survey stated that they felt that it was somewhat to very important that we provided training for our teachers.

96% of the people that filled out our survey stated that they felt that it was somewhat to very important that we provided counseling services for our students.

92% of the people that filled out our survey stated that they felt that it was somewhat to very important that we retained the teachers that we currently have employed.

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

We have implemented the fastbridge software to give us information on where our students needs are at and how to use the interventions to help our students regain the learning loss and to excel even more. We are going to institute the after school tutoring for those student wanting help to regain the learning loss that has been identified with the fastbridge software and with teacher identification.

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

We have used the money to pay for the elementary counselor to help our students with issues that have arisen due to the effects of the COVID 19 pandemic, extra Janitor to help with the extra cleaning that is needed to make sure that we are not spreading the virus, the software specialist and have purchased technology hardware for each student teacher in the district to help meet the needs of our students and teachers due to the COVID 19 pandemic. Hire an intervention specialist for the school.

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

We have provided several professional learning opportunities addressing Trauma Informed Schools to all staff. This professional learning has been facilitated by ESSDACK. Teachers, counselors, secretaries, principals, janitors, paras, and bus drivers have been and continue to be trained on how the environment that a person is in affects how that person acts on a daily basis. We are in the process of becoming a Resilience Oriented School. When people develop empathy for each other and realize that everyone has different events that happen in their lives that affect how they behave, we understand and can help our students and our coworkers regulate when a person become dysregulated and thus is not behaving in a manner that allows a person to function in a public setting such as a classroom. This training helps our entire staff to work with every person that is in our buildings. All students benefit when schools implement trauma informed practices; particularly students from low-income families, children with disabilities, and children in foster care situations. Students who have experiences such as the ones listed above or have experienced other adverse childhood reactions are more likely to be dysregulated. This district-wide shift in mindset to be more resilience oriented will help students with these needs, learn from their dysregulation and behavior, and eventually lead to a better regulated learning environment.

The Fastbridge program will help all students in reading and math with the learning loss that they have experienced from the effects of the COVID 19 pandemic.

Social media is a game changer for current communication with all of our families. We increased our communication by creating a Hill City Grade School Facebook page and also have an increased following on the USD 281 Facebook page due to the increased posts promoting events and student achievement. We have updated the USD 281 web page with the assistance of Aptegey and regularly post updates and district information on that site. These changes have provided improved communication with our families which has resulted in our families being better informed about their children are learning as well as district events and initiatives.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$591,113	\$0	\$591,113	ESSER III Allocations	\$118,223
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$591,113	\$0	\$591,113	Amount Still Needed	\$118,223
In Review Total	\$591,113	\$0	\$591,113	In Review Total	\$261,498
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
281-3-0001	Direct	False	2600	120	16	\$52,000	Task Force Review
281-3-0002	Direct	False	2100	110	10	\$86,200	Task Force Review
281-3-0003	Direct	False	2100	110	4	\$113,415	Task Force Review
281-3-0004	Direct	False	1000	700	9	\$78,000	Task Force Review
281-3-0005	Direct	True	2100	110	12	\$140,000	Task Force Review
281-3-0006	Direct	True	2100	110	11B	\$64,250	Task Force Review
281-3-0007	Direct	True	2100	110	11A	\$10,000	Task Force Review
281-3-0008	Direct	True	1000	600	10	\$20,000	Task Force Review
281-3-0009	Direct	True	1000	300	9	\$27,248	Task Force Review

## Line Item Details

Line Item ID: 281-3-0001

### Allocation Type

Direct Allocation

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

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

### Account Name

Salaries

### Account Number

41052

### Function Code

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

### Object Code

120 - Regular Non-Certified Salaries

### Allowable Use

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

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

Extra cleaning and sanitizing building to mitigate the spread of the COVID 19 virus.

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

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

**Budgeted Expenditures in SFY 2023** \$25,000

**Budgeted Expenditures in SFY 2024** \$27,000

**Total Expenditures** \$52,000

### 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**

Salaries

**Account Number**

41052

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

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

Student counseling services to help students deal with the stress that the pandemic has caused.

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

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

**Budgeted Expenditures in SFY 2023** \$42,850

**Budgeted Expenditures in SFY 2024** \$43,350

**Total Expenditures** \$86,200

**Status**

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**

Salaries

**Account Number**

41052

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

technology coordinator to facilitate the use of the computers for either remote or in class learning. Software specialist to maintain and upgrade students and teachers computers for testing, remote and other needs that have been caused by the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$56,378
<b>Budgeted Expenditures in SFY 2024</b>	\$57,037
<b>Total Expenditures</b>	\$113,415

**Status**

Task Force Review

**Line Item Comment from KSDE**

This line item may be allowable under the 80% but does not qualify as part of the 20% Learning Loss.

Line Item ID: 281-3-0004

**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**

Computer equipment for students

**Account Number**

41130

**Function Code**

1000 - Instruction

**Object Code**

700 - PROPERTY

**Allowable Use**

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

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

Computers for students to use everyday either remote or in the classroom. Provides a computer for each and every student to help with the learning loss created by the pandemic. 35 @ 869.70 and 50 @ 486.67 and 21 @ 1045.62

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$38,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$40,000
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<b>Total Expenditures</b>	\$78,000
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**Status**

Task Force Review

**Line Item Comment from KSDE**

This line item may be allowable under the 80% but does not qualify as part of the 20% Learning Loss.

Line Item ID: 281-3-0005

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Salaries

**Account Number**

41052

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Intervention specialists to help identify students that are showing effects that have caused learning loss and to develop interventions to help bring the students up to the level that they should be on.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$70,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$70,000
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<b>Total Expenditures</b>	\$140,000
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**Status**

Task Force Review

Line Item ID: 281-3-0006

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Salaries

**Account Number**

41052

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Providing after school tutoring for the students that want help or have been identified as having learning loss due to the COVID 19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$32,125
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<b>Budgeted Expenditures in SFY 2024</b>	\$32,125
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<b>Total Expenditures</b>	<u>\$64,250</u>
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**Status**

Task Force Review

Line Item ID: 281-3-0007

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Salaries

**Account Number**

41052

**Function Code**

2100 - Support Services (Students)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Providing summer school for those students that have experienced learning loss due to the COVID 19 pandemic

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

<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
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<b>Total Expenditures</b>	<u>\$10,000</u>
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**Status**

Task Force Review

Line Item ID: 281-3-0008

**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**

Inservice Training for teachers/Truma Informed

**Account Number**

41100

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

10 - Providing mental health services and supports.

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

Truma informed training and fastbridge trainings will give our teachers the tools to help our students deal with their emotional needs do to the pandemic

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

Task Force Review

Line Item ID: 281-3-0009

**Allocation Type**

Direct Allocation

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

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

**Account Name**

FastBridge Learning-Renaissance/Training

**Account Number**

41099

**Function Code**

1000 - Instruction

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

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

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

Software to test students learning loss and emotional needs and to determine learning loss due to the COVID 19 pandemic and training for our teachers so that they can best use the program to support our students.

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

<b>Budgeted Expenditures in SFY 2023</b>	\$18,600
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<b>Budgeted Expenditures in SFY 2024</b>	\$8,648
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<b>Total Expenditures</b>	\$27,248
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**Status**

Task Force Review



# ESSER III APPLICATION FOR D0288

**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>
Central Heights	3521 Ellis Rd, Richmond, KS 660809801	3521 Ellis Road, Richmond, KS 660809801
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Nathan Hinrichs	nhinrichs@usd288.org	(785) 869-3455

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Nathan Hinrichs	Superintendent	nhinrichs@usd288.org	(785) 869-3455

## 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/1337932/ESSERIII-District\\_Plan\\_for\\_Safe\\_Return\\_to\\_In-Person\\_Instruction.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1337932/ESSERIII-District_Plan_for_Safe_Return_to_In-Person_Instruction.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 288 will continue to work with County Health to track cases and encourage the best practices to limit the spread of COVID-19. We have hired an additional school counselor to help students feel comfortable with the mitigation measures in place. We are also using funds to hire additional teaching staff, which will allow for greater social distancing in the classroom setting.

## Stakeholder Engagement

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

### Students

All USD 288 students were encouraged to fill out a survey on how to best utilize ESSER III funds. Student leadership teams in each building were also consulted and the students' input was considered in creating our plan. Students expressed the desire to see more social-emotional supports.

### Families

All USD 288 families were encouraged to fill out a survey on how to best utilize ESSER III funds. The district also conducted multiple meetings in which families gave input into the use of ESSER III funds. Our families expressed the desire to see more instructional supports to make up for learning loss during the pandemic.

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

School District Administrations and Special Education Cooperative (ECKSEC) Administrators were both consulted on how they would like to see the District's ESSER III funds spent. At these in-person meetings, District and Special Education Administrators expressed their desire to see in-person learning, to have more academic interventions to make up for learning loss, and premium pay bonuses to attract and keep qualified staff.

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

All school staff, both certified and classified were encouraged to fill out a survey on how to best utilize ESSER III funds. Teacher leadership groups, Principals and classified staff expressed their desire to see premium pay for faculty and staff and additional social-emotional supports for the students.

### **Tribes**

USD 288 does not currently have any tribes of Native Americans located within the boundaries of our school district. However, we do have students who identify as Native American. Those families were sent a survey and encouraged to fill it out. Unfortunately, zero of our Native American families filled out the survey, so families were then contacted by phone. The Native American families responding expressed their desire to see added social-emotional supports and updated curriculum.

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

USD 288 does not currently have any civil rights or disability rights organizations located within the boundaries of our school district. However, we did reach out to Kansas Action for Children and to Kansas Human Rights Commission. They expressed their desire to see curriculum upgrades that benefit all children.

### **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 288 worked to gather the input of underserved students and their families. All students and parents were encouraged to fill out the ESSER III funds survey. District Homeless Liaison, Guidance Counselors, Building Administrators, teachers, and paraprofessionals all work with and advocate for our most at-need students. Meetings were held with these groups who expressed their desire to see added social-emotional supports for struggling students. TFI Family Services was contacted by phone and they expressed a growing need for social-emotional supports for students.

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

Public input was gathered at multiple in-person meetings. All Building Leadership Team meetings, building site-council meetings, and district site council meetings had time set aside to discuss ESSER funding. A time for public input was also set aside at parent-teacher conferences in the Fall.

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

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

All students at USD 288 have experienced disruption and challenges due to COVID-19.

Our staff has worked hard to make up for learning loss associated with the pandemic. Building Principals have expressed: New students coming to CHES seem to be further behind in Reading and Math and require interventions. Math, students are struggling with Fact Fluency more than pre-pandemic. Reading, less persistence to read longer passages. Writing, loss of fundamentals (grammar, punctuation, spelling), neatness & handwriting

Counselors and Building Principals are also reporting social-emotional issues from the trauma of the pandemic and loss of socialization: Remote students are experiencing difficulties transitioning back into the classroom. Students are less responsible, less persistent, show poor intrinsic motivation, less accountability, and a lack of endurance to do school work

**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)**

Purchase Amplify Science Curriculum. KSDE Approved Evidence-Based Practices:

[https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE\\_Approved\\_List\\_Evidence\\_Based\\_Practices\\_Programs.pdf](https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence_Based_Practices_Programs.pdf)

Purchase Bridges in Mathematics Curriculum. KSDE Approved Evidence-Based Practice:

[https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE\\_Approved\\_List\\_Evidence\\_Based\\_Practices\\_Programs.pdf](https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence_Based_Practices_Programs.pdf)

Salary and benefits for an Elementary Math Interventions teacher (2022-23 and 2023-24 school year). This teacher will use Bridges in Mathematics, IXL and Fastbridge, all of which are KSDE Approved Evidence-Based Practices:

[https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE\\_Approved\\_List\\_Evidence\\_Based\\_Practices\\_Programs.pdf](https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence_Based_Practices_Programs.pdf)

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

Salary and benefits for an additional HS English teacher (2022-23 school year and 2023-24 school year).

Salary and benefits for a MS Counselor (2022-23 school year and 2023-24 school year).

Premium Pay for faculty and staff (August 2023 and August 2024).

**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.**

Students will be assessed and monitored to ensure that academic and social-emotional needs are addressed. Classroom teachers utilizing Amplify and Bridges in Mathematic will analyze formative and summative data to monitor student progress.

The Math Interventions teacher will utilize data from assessments, IXL, and Fastbridge to monitor student progress. School counselors will continue to monitor the social and emotional well-being of students.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$771,580	\$0	\$771,580	ESSER III Allocations	\$154,316
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$771,580	\$0	\$771,580	Amount Still Needed	\$154,316
In Review Total	\$771,580	\$0	\$771,580	In Review Total	\$220,825
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
288-3-0001	Direct	True	1000	110	12	\$133,825	Task Force Review
288-3-0002	Direct	False	2100	110	10	\$163,139	Task Force Review
288-3-0003	Direct	False	1000	110	3	\$164,831	Task Force Review
288-3-0004	Direct	True	1000	644	12	\$57,000	Task Force Review
288-3-0005	Direct	True	1000	644	12	\$30,000	Task Force Review
288-3-0006	Direct	False	1000	650	9	\$112,785	Task Force Review
288-3-0007	Direct	False	1000	110	16	\$50,000	Task Force Review
288-3-0008	Direct	False	1000	120	16	\$60,000	Task Force Review

## Line Item Details

Line Item ID: 288-3-0001

**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**

46

**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 Elementary Math Interventions teacher (2022-23 and 2023-24 school year). This teacher will use Bridges in Mathematics, IXL and Fastbridge, all of which are KSDE Approved Evidence-Based Practices:

[https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE\\_Approved\\_List\\_Evidence\\_Based\\_Practices\\_Programs.pdf](https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence_Based_Practices_Programs.pdf)

This teacher will work one on one and with small groups of students needing additional support in Math to make up for learning loss due to COVID 19.

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

**Budgeted Expenditures in SFY 2022** \$65,923

**Budgeted Expenditures in SFY 2023** \$67,902

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$133,825

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide a comprehensive narrative that explains what the Elementary Math Specialist's role and responsibilities will be. The narrative needs to include how this expenditure will address a COVID-19 need.

Line Item ID: 288-3-0002

**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**

46

**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 School Counselor. Central Heights has seen an increase in social and emotional issues with our students since the onset of COVID 19. The additional counselor will meet with individual students and groups of students to help them navigate this challenging time. The counselor will also help facilitate the "Leader in Me", SEL curriculum.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$80,364
<b>Budgeted Expenditures in SFY 2023</b>	\$82,775
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$163,139</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide a comprehensive narrative that explains what the School Counselor's role and responsibilities will be. The narrative needs to include how this expenditure will address a COVID-19 need.

Line Item ID: 288-3-0003

**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**

46

**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**

Salary and benefits for an English Teacher. This teacher will deliver the Wonders curriculum to secondary students and adding this position will help reduce class sizes in our secondary English classrooms, providing more individualized instruction for students, to help make up for learning loss due to COVID 19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$81,198
<b>Budgeted Expenditures in SFY 2023</b>	\$83,633
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$164,831</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide a comprehensive narrative that explains what the English Teacher's role and responsibilities will be. The narrative needs to include how this expenditure will address a COVID-19 need.

Line Item ID: 288-3-0004

**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**

46

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

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

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

Purchase Amplify Science Curriculum. KSDE Approved Evidence-Based Practices:

[https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE\\_Approved\\_List\\_Evidence\\_Based\\_Practices\\_Programs.pdf](https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence_Based_Practices_Programs.pdf)

Amplify will update our curriculum and help with learning loss associated with COVID 19. This curriculum will be taught to secondary students in the classroom, as well as pullout interventions for individual students and small groups.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$57,000
--	----------

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

<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$57,000
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide a comprehensive narrative that provides a description and justification for the purchase of the Amplify Science Curriculum. The narrative needs to include how this expenditure will address a COVID-19 need.

Line Item ID: 288-3-0005

**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**

46

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

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

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

Purchase Bridges in Mathematics Curriculum. KSDE Approved Evidence-Based Practice:

[https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE\\_Approved\\_List\\_Evidence\\_Based\\_Practices\\_Programs.pdf](https://www.ksde.org/Portals/0/ECSETS/BestPractices/KSDE_Approved_List_Evidence_Based_Practices_Programs.pdf)

Bridges will update our curriculum and help with learning loss associated with COVID 19. This curriculum will be taught to all students K-5 in the classroom, as well as pullout interventions for individual students and small groups.

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

<b>Budgeted Expenditures in SFY 2023</b>	\$30,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$30,000</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide a comprehensive narrative that provides a description and justification for the purchase of the Bridges in Mathematics curriculum. The narrative needs to include how this expenditure will address a COVID-19 need.

Line Item ID: 288-3-0006

**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**

46

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

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

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

Technology Upgrades. Purchase Chromebooks for students and laptops for students. This will allow for individual learning and distance learning to make up for learning loss during COVID 19.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$112,785
<b>Total Expenditures</b>	\$112,785

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide a comprehensive narrative that provides a description and justification for the Technology Upgrades expenditure. The narrative needs to include how this expenditure will address a COVID-19 need.

Line Item ID: 288-3-0007

**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**

46

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Premium Retention Pay- Certified Staff. Premium retention bonus for all certified staff. This will be paid to all certified staff on the December payroll. Certified staff will receive \$100/month for each month employed by the district from the start of the school year (5 months).

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

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide a comprehensive narrative that provides a description of who will be receiving the Premium Retention Pay - Certified Staff and justification for the Premium Retention Pay - Certified Staff expenditure. The narrative needs to include how this expenditure will address a COVID-19 need.

Line Item ID: 288-3-0008

**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**

46

**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 Retention Pay- Classified Staff. Premium retention bonus for all classified staff. This will be paid to all classified staff on the December payroll. Classified staff will receive \$100/month for each month employed by the district from the start of the school year (5 months).

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$30,000
<b>Budgeted Expenditures in SFY 2024</b>	\$30,000
<b>Total Expenditures</b>	<u>\$60,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide a comprehensive narrative that provides a description of who will be receiving the Premium Retention Pay - Classified Staff and justification for the Premium Retention Pay - Classified Staff expenditure. The narrative needs to include how this expenditure will address a COVID-19 need.

# ESSER III APPLICATION FOR D0313

Status

Task Force Review

## KSDE Application Comments

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

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Buhler	406 W 7th, Buhler, KS 67522	406 W 7th, Buhler, KS 67522
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Cindy Couchman	ccouchman@usd313.org	(620) 543-2258

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Cindy Couchman	Superintendent	ccouchman@usd313.org	(620) 543-2258
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
shcox@usd313.org		shcox@usd313.org	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	
kmclure@usd313.org		kmclure@usd313.org	

## Plan for Safe Return

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

<https://sites.google.com/usd313.org/buhlernavigatingnext/safety-plans-at-a-glance>

## 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?**

To help with physical distancing, lower class sizes are needed. To achieve this goal more staff are needed which is reflected in the application. Lunches will need to be eaten outside as much as possible to allow for distancing which requires tables, shade, and space.

Continued cleaning and sanitizing is also recommended which requires additional custodial staff, cleaning supplies, and duties on our current custodial crew. Equipment for testing and screening will be needed for our nursing staff along with additional hours and possibly staff. Appropriate PPE will be provided. Communication and maintenance of our website to share COVID response and mitigation strategies along with signage to encourage screening, notify students and stakeholders of traffic flow along with procedures for entering buildings would be needed.

Additionally, we are working closely with our county health department, KSDE, our local education service center, and neighboring school districts to remain up-to-date on guidance related to safely operating in-person learning for the school year.

## 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 our schools met with the Student Councils and our elementary CRU leaders for input on their social emotional being and priorities for expensing ESSER funds. Some students provided feedback on the online community survey which was open to anyone. The feedback included supports including counselors for students, more opportunities to engage/involve students as they returned back to school buildings. Additionally, they reported after school learning opportunities, credit recovery options, and summer school as high needs for this funding.

## **Families**

Families had the opportunity to speak to our Board of Education in meetings on this topic, give feedback on multiple Facebook Live events hosted by the Superintendent and also through personal emails. The district admin team met with our district site council to gather additional feedback and input. To get additional input from stakeholders, a community survey was conducted. There were 491 responses to this survey. 377 were parents of our students. 95 were staff members. 10 were community patrons and 9 participants were students. The breakdown of the survey revealed 58% supported additional personnel to support academic interventions. 48% supported after school tutoring opportunities. 47% supported additional behavior supports/interventions. 45% supported expanded outside social-emotional health services. 43% supported additional instructional materials and resources. 41% supported summer learning programs. With the least amount of support for expanded school health personnel at 31%.

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

Per all of our communication efforts, USD 313 shared information with all stakeholders via our messaging system, newsletters, the district website, and Board of Education notes. We developed COVID protocols at our 2 day summer retreat and review safety procedures every two weeks at our district administrative meetings. Each administrator also developed building needs priorities for their spending including but not limited to after school tutoring, after school clubs, curriculum needs for learning loss, and additional personnel needs to address SEL and learning loss. Parents, the community, staff, students and local school districts were apprised to our policies and decision-making procedures through these efforts and updated at monthly Board meetings. Our inter-local SPED director also shared summer learning needs, para hours/time, for extended learning day to help with learning loss specifically targeting the students with special needs.

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

Again, our normal communication efforts using digital messaging, emails and meetings were used to provide updates concerning district status of positive tests and quarantine needs, protocol changes, remote learning options with professional development, and general changes to the school day. Communication did improve throughout the year as was warranted to make certain feedback was obtained given changes needed to be made. All communications were shared digitally so that missing persons could get the information.

The superintendent visits regularly with the local teachers union to listen and get input on issues including COVID related concerns and extra work being put into educating our students each day. A survey was given to all teachers by the union which was shared with the administration. The survey indicated 45% prefer to start with no masks and 40% prefer to wear masks. 85% of all staff felt mostly to completely comfortable returning to school under our current safety protocols.

All staff members had the opportunity to give feedback on the above mentioned survey. When disaggregating the data by staff, the overwhelming priority was additional personnel to address learning loss. With the second highest being additional personnel for behavior interventions specifically at the elementary level.

## **Tribes**

Out of 14 Native American students in our district, 9 of those families completed the community input survey. When disaggregating it by Native Americans, their top 2 priorities were summer learning opportunities and additional personnel for academic learning loss.

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

We reached out to the following civil rights organization in our state/region with a survey to seek feedback regarding suggestions to best meet the needs of our students. Those organizations are ACLU- Kansas, Kansas Human Rights Commission, Kansas Action for Children, Disability Rights Center of Kansas, Kansas NAACP, and Kansas Disability Resources and Advocacy Organization. We received responses from Disability Rights Center of Kansas as well as the Kansas Action for Children. They offered the following suggestions:

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.

Our ESSER plan includes these suggestions based on this feedback to best meet the needs of our students. Additionally, we received an email response from ACLU-Kansas. They stated they cannot comment specifically on how to expense the funds. However, they did provide some links to literature to further expand our knowledge. Here is the link to the survey we used: [https://docs.google.com/forms/d/e/1FAIpQLSfeCnw02f9F\\_jM34bi9ZK6DfsCiAEehFwiEHRj4BHHyUwANIQ/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfeCnw02f9F_jM34bi9ZK6DfsCiAEehFwiEHRj4BHHyUwANIQ/viewform?usp=sf_link)

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

86 or 19% of our respondents to our survey represent free/reduced. 9 or 2% represented ELL. 1 of our respondents represented a Migrant student. 8 surveys were completed by families with foster students. We have a very low enrollment in those sub-categories in our district. Although those percentages appear low, they actually represent a proportionally high representation of those categories. Again, they emphasized after school tutoring programs, additional support/personnel for academic intervention, and additional instructional materials and resources.

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

Again, our district clearly encourages public input on our COVID Pandemic mitigation plan as it changed over the year. We surveyed all stakeholders as to concerns and preferences for learning and operating in the school setting. The Taskforce analyzed the results and considered the input in developing and editing the district plan. Our stakeholders are always welcome to email administrators directly or arrange for conversations. The Board of Education also welcomes input during each meeting. The official meeting where the BOE heard the results on the surveys and stakeholder input was Monday, Dec 13 2021.

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

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

The district had staff members not return and resigned their position because of fear of working in a COVID -19 environment. The district saw the same thing happen with the general student population. We experienced a 3% drop in student enrollment across the district. Our students experienced a loss in instructional days because of the state's recommendation to delay the start of school to better prepare for operating schools in a COVID-19 environment. The number of days that our teachers had to miss work because of a COVID-19 related issue increased the number of days our students were not with a licensed professional educator. Due to quarantines, our district saw over 9,000 days of in person learning lost. We had over 500 days of staff absences due to quarantines or COVID related issues. Our staff's time was increased to deal with the additional duties of dealing with communicating COVID-19 virus information, contact tracing COVID-19 virus cases, and cleaning to mitigate the COVID-19 virus environment.

**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 implement a new evidence-based screener (Fastbridge) and curriculum to identify learning loss in students. This screener will also screen for social emotional health of our students. To facilitate the screener and targeted learning interventions, we will hire additional intervention staff, counselors, and teachers to provide extended learning opportunities such as art. After school programs will be implemented at K-5 with after school tutoring options added at the middle school level.

Summer school programs added for grades 1-9 include a STEAM camp and summer school that focuses on identified students to target learning loss.

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

In addition to the assessment and curriculum materials we will purchase to address learning loss through our school day, after school, and summer intervention programs and provide for students' social, emotional and mental health needs, we plan to use our ESSER funding to ensure staffing levels to maintain lower class sizes and the ability to distance students out in the classrooms and across the buildings. We plan to add staff to track, trace, communicate, and coordinate with students and families that have been impacted by the COVID virus. We are planning to make any identified needed changes to our current systems to improve the indoor air quality in our facilities.

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

Buhler serves a diverse population of students including low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and students in the foster care system. While all of our students have been negatively impacted by the pandemic, there are some populations of students who have experienced a greater loss than others. A screener and progress monitoring tool will be utilized for all populations of students to identify academic learning loss as well as social-emotional needs of students. Evidence-based interventions will be implemented to address the academic and social-emotional needs of students affected by the COVID-19 pandemic and regular progress monitoring will be conducted to ensure that the interventions are meeting the needs of the students.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$2,004,346	\$0	\$2,004,346	ESSER III Allocations	\$400,870
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$2,004,346	\$0	\$2,004,346	Amount Still Needed	\$400,870
In Review Total	\$1,564,897	\$0	\$1,564,897	In Review Total	\$944,687
Amount Left	\$439,449	\$0	\$439,449	Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
313-3-0001	Direct	False	1000	110	16	\$5,000	Task Force Review
313-3-0002	Direct	True	1000	110	11A	\$100,000	Task Force Review
313-3-0003	Direct	True	1000	120	11A	\$50,000	Task Force Review
313-3-0004	Direct	True	1000	610	11A	\$25,000	Task Force Review
313-3-0005	Direct	True	1000	110	11B	\$120,000	Task Force Review
313-3-0006	Direct	True	2120	110	10	\$159,000	Task Force Review
313-3-0007	Direct	True	2120	210	10	\$21,368	Task Force Review
313-3-0008	Direct	True	1000	110	16	\$167,394	Task Force Review
313-3-0009	Direct	True	1000	110	16	\$97,100	Task Force Review
313-3-0010	Direct	True	1000	210	16	\$21,368	Task Force Review
313-3-0011	Direct	True	1000	210	16	\$12,797	Task Force Review
313-3-0012	Direct	True	1000	220	16	\$13,110	Task Force Review
313-3-0013	Direct	True	1000	220	16	\$7,800	Task Force Review
313-3-0014	Direct	True	2120	220	10	\$12,600	Task Force Review
313-3-0015	Direct	True	1000	290	16	\$2,700	Task Force Review
313-3-0016	Direct	True	1000	290	16	\$2,700	Task Force Review
313-3-0017	Direct	True	2120	290	10	\$2,700	Task Force Review
313-3-0018	Direct	True	1000	260	16	\$600	Task Force Review
313-3-0019	Direct	True	1000	260	16	\$450	Task Force Review
313-3-0020	Direct	True	2120	260	10	\$600	Task Force Review
313-3-0021	Direct	False	2400	110	11A	\$12,000	Task Force Review
313-3-0022	Direct	False	2400	220	11A	\$1,050	Task Force Review
313-3-0023	Direct	False	2400	260	11A	\$150	Task Force Review
313-3-0024	Direct	True	1000	610	16	\$7,500	Task Force Review
313-3-0025	Direct	False	2120	346	10	\$30,000	Task Force Review
313-3-0026	Direct	False	1000	653	5	\$40,000	Task Force Review
313-3-0027	Direct	False	2720	730	5	\$13,000	Task Force Review
313-3-0028	Direct	False	1000	610	3	\$5,000	Task Force Review
313-3-0029	Direct	False	1000	653	12	\$7,200	Task Force Review
313-3-0030	Direct	False	1000	610	9	\$2,000	Task Force Review

313-3-0031	Direct	False	1000	610	11A	\$10,000	Task Force Review
313-3-0032	Direct	False	1000	220	11B	\$30,000	Task Force Review
313-3-0033	Direct	False	1000	260	11B	\$3,000	Task Force Review
313-3-0034	Direct	False	1000	110	5	\$4,500	Task Force Review
313-3-0035	Direct	False	1000	115	3	\$60,000	Task Force Review
313-3-0036	Direct	False	1000	644	12	\$9,000	Task Force Review
313-3-0037	Direct	False	1000	110	16	\$142,000	Task Force Review
313-3-0038	Direct	False	1000	120	16	\$41,000	Task Force Review
313-3-0039	Direct	False	1000	220	16	\$15,000	Task Force Review
313-3-0040	Direct	False	1000	260	16	\$200	Task Force Review
313-3-0041	Direct	False	1000	290	16	\$400	Task Force Review
313-3-0042	Direct	False	2120	110	16	\$7,000	Task Force Review
313-3-0043	Direct	False	2120	220	16	\$500	Task Force Review
313-3-0044	Direct	False	2120	260	16	\$10	Task Force Review
313-3-0045	Direct	False	2130	110	16	\$3,000	Task Force Review
313-3-0046	Direct	False	2130	120	16	\$2,000	Task Force Review
313-3-0047	Direct	False	2130	220	16	\$400	Task Force Review
313-3-0048	Direct	False	2130	260	16	\$5	Task Force Review
313-3-0049	Direct	False	2200	110	16	\$4,000	Task Force Review
313-3-0050	Direct	False	2200	220	16	\$300	Task Force Review
313-3-0051	Direct	False	2200	260	16	\$5	Task Force Review
313-3-0052	Direct	False	2212	110	16	\$1,000	Task Force Review
313-3-0053	Direct	False	2212	220	16	\$80	Task Force Review
313-3-0054	Direct	False	2212	260	16	\$1	Task Force Review
313-3-0055	Direct	False	2300	110	16	\$1,000	Task Force Review
313-3-0056	Direct	False	2300	120	16	\$1,000	Task Force Review
313-3-0057	Direct	False	2300	220	16	\$160	Task Force Review
313-3-0058	Direct	False	2300	260	16	\$2	Task Force Review
313-3-0059	Direct	False	2400	110	16	\$8,000	Task Force Review
313-3-0060	Direct	False	2400	120	16	\$10,000	Task Force Review
313-3-0061	Direct	False	2400	220	16	\$1,400	Task Force Review
313-3-0062	Direct	False	2400	260	16	\$20	Task Force Review
313-3-0063	Direct	False	2400	290	16	\$300	Task Force Review
313-3-0064	Direct	False	2500	110	16	\$3,000	Task Force Review
313-3-0065	Direct	False	2500	120	16	\$7,000	Task Force Review
313-3-0066	Direct	False	2500	220	16	\$800	Task Force Review
313-3-0067	Direct	False	2500	260	16	\$10	Task Force Review
313-3-0068	Direct	False	2600	120	16	\$24,000	Task Force Review
313-3-0069	Direct	False	2600	220	16	\$1,850	Task Force Review
313-3-0070	Direct	False	2600	260	16	\$25	Task Force Review
313-3-0071	Direct	False	2710	120	16	\$21,000	Task Force Review
313-3-0072	Direct	False	2710	220	16	\$1,600	Task Force Review

313-3-0073	Direct	False	2710	260	16	\$20	Task Force Review
313-3-0074	Direct	False	2730	120	16	\$2,000	Task Force Review
313-3-0075	Direct	False	2730	220	16	\$160	Task Force Review
313-3-0076	Direct	False	2730	260	16	\$2	Task Force Review
313-3-0077	Direct	False	3100	120	16	\$26,000	Task Force Review
313-3-0078	Direct	False	3100	220	16	\$2,000	Task Force Review
313-3-0079	Direct	False	3100	260	16	\$30	Task Force Review
313-3-0080	Direct	False	3100	290	16	\$30	Task Force Review
313-3-0081	Direct	False	1000	736	9	\$60,000	Task Force Review
313-3-0082	Direct	True	2110	110	10	\$98,000	Task Force Review
313-3-0083	Direct	True	2110	210	10	\$12,000	Task Force Review
313-3-0084	Direct	True	2110	220	10	\$8,000	Task Force Review
313-3-0085	Direct	True	2110	260	10	\$100	Task Force Review
313-3-0086	Direct	True	2110	290	10	\$1,800	Task Force Review

## Line Item Details

Line Item ID: 313-3-0001

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Certified Teacher - Virtual

**Account Number**

97-1000-110-415-05

**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 created us to think about different learning models moving forward. As a result of the pandemic, we will be offering a virtual school next year. This expenditure will allow us to pay our virtual instructor/director during June, July, and August before the "normal contract" starts in September.

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

**Budgeted Expenditures in SFY 2022** \$5,000

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

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$5,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0002

**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 Learning - Certified

**Account Number**

97-1000-110-411-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Summer School and Steam Camp learning opportunities to help address mental health and learning loss as well as catapulting students into the next school year with confidence.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$20,000
<b>Budgeted Expenditures in SFY 2023</b>	\$40,000
<b>Budgeted Expenditures in SFY 2024</b>	\$40,000
<b>Total Expenditures</b>	<u>\$100,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0003

**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 Learning - Classified

**Account Number**

97-1000-120-411-00

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

Summer School and Steam Camp learning opportunities to help address mental health and learning loss as well as catapulting students into the next school year with confidence.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$10,000
<b>Budgeted Expenditures in SFY 2023</b>	\$20,000
<b>Budgeted Expenditures in SFY 2024</b>	\$20,000
<b>Total Expenditures</b>	<u>\$50,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Summer Learning - Supplies

**Account Number**

97-1000-610-411-00

**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 and Steam Camp learning opportunities to help address mental health and learning loss as well as catapulting students into the next school year with confidence. Supplies will also be purchased for afterschool learning opportunities.

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

**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

**Allocation Type**

Direct Allocation

**Is 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 Extended Day - Certified

**Account Number**

97-1000-110-411-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

After school tutoring/mentoring for elementary and Middle school students. Providing a safe environment for feedback, help, instruction

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$40,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$40,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$40,000
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<b>Total Expenditures</b>	\$120,000
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0006

**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**

Counselor Salary

**Account Number**

97-2120-110-410-00

**Function Code**

2120 - Guidance 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**

Supervision and duties related to administration of summer school

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$52,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$53,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$54,000
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<b>Total Expenditures</b>	\$159,000
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0007

**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**

Counselor - Insurance

**Account Number**

97-2120-210-410-00

**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**

Insurance benefit for added counselor

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$6,768**Budgeted Expenditures in SFY 2023** \$7,100**Budgeted Expenditures in SFY 2024** \$7,500**Total Expenditures** \$21,368**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0008

**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**

Certified Salary - Math Interventionist

**Account Number**

97-1000-110-415-08

**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**

Added this position as a result of the pandemic and the need to assist students with learning

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$54,394**Budgeted Expenditures in SFY 2023** \$56,000**Budgeted Expenditures in SFY 2024** \$57,000**Total Expenditures** \$167,394**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0009

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Certified Salary - Elementary Art

**Account Number**

97-1000-110-415-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Added this part time position to put Art into our elementary schools to give another opportunity for learning the arts as well as hopefully helping with mental health

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$31,600
<b>Budgeted Expenditures in SFY 2023</b>	\$32,500
<b>Budgeted Expenditures in SFY 2024</b>	\$33,000
<b>Total Expenditures</b>	<u>\$97,100</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0010

**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**

Group Insurance

**Account Number**

97-1000-210-415-08

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

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

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

Insurance benefit for math interventionist

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$6,768
<b>Budgeted Expenditures in SFY 2023</b>	\$7,100
<b>Budgeted Expenditures in SFY 2024</b>	\$7,500
<b>Total Expenditures</b>	<u>\$21,368</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0011

**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**

Group Insurance

**Account Number**

97-1000-210-415-00

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

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

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

Insurance benefit for art teacher

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

**Budgeted Expenditures in SFY 2022** \$4,060

**Budgeted Expenditures in SFY 2023** \$4,260

**Budgeted Expenditures in SFY 2024** \$4,477

**Total Expenditures** \$12,797

**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0012

**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**

Social Security

**Account Number**

97-1000-220-415-08

**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 math interventionist

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

**Budgeted Expenditures in SFY 2022** \$4,260

**Budgeted Expenditures in SFY 2023** \$4,350

**Budgeted Expenditures in SFY 2024** \$4,500

**Total Expenditures** \$13,110

**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0013

**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**

Social Security

**Account Number**

97-1000-220-415-00

**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**

Fica for art teacher

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,500
<b>Budgeted Expenditures in SFY 2023</b>	\$2,600
<b>Budgeted Expenditures in SFY 2024</b>	\$2,700
<b>Total Expenditures</b>	\$7,800

**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0014

**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**

Social Security Counselor

**Account Number**

97-2120-220-410-00

**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**

FICA for added guidance counselor

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$4,000
<b>Budgeted Expenditures in SFY 2023</b>	\$4,200
<b>Budgeted Expenditures in SFY 2024</b>	\$4,400
<b>Total Expenditures</b>	\$12,600

**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0015

**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**

Instruction 403B Match

**Account Number**

97-1000-291-415-08

**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**

403B match for math interventionist

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$900**Budgeted Expenditures in SFY 2023** \$900**Budgeted Expenditures in SFY 2024** \$900**Total Expenditures** \$2,700**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0016

**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**

Instruction 403B Match

**Account Number**

97-1000-291-415-00

**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**

403B match for guidance counselor

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$900**Budgeted Expenditures in SFY 2023** \$900**Budgeted Expenditures in SFY 2024** \$900**Total Expenditures** \$2,700**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0017

**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**

Counselor 403B match

**Account Number**

97-2120-291-410-00

**Function Code**

2120 - Guidance Services

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

10 - Providing mental health services and supports.

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

403 B match for added counselor

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$900**Budgeted Expenditures in SFY 2023** \$900**Budgeted Expenditures in SFY 2024** \$900**Total Expenditures** \$2,700**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0018

**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**

Instruction Unemployment

**Account Number**

97-1000-260-415-00

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

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

unemployment for art teacher

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$200**Budgeted Expenditures in SFY 2023** \$200**Budgeted Expenditures in SFY 2024** \$200**Total Expenditures** \$600**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0019

**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**

Instruction - Unemployment

**Account Number**

97-1000-260-415-08

**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 math interventionist

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$150
<b>Budgeted Expenditures in SFY 2023</b>	\$150
<b>Budgeted Expenditures in SFY 2024</b>	\$150
<b>Total Expenditures</b>	\$450

**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0020

**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**

Counselor - Unemployment

**Account Number**

97-2120-260-410-00

**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**

Unemployment related to the additional counselor as a result of the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$200
<b>Budgeted Expenditures in SFY 2023</b>	\$200
<b>Budgeted Expenditures in SFY 2024</b>	\$200
<b>Total Expenditures</b>	\$600

**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0021

**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**

Principal Salaries - Summer Learning

**Account Number**

97-2400-110-411-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

Supervision and duties related to administration of summer school

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$4,000**Budgeted Expenditures in SFY 2023** \$4,000**Budgeted Expenditures in SFY 2024** \$4,000**Total Expenditures** \$12,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0022

**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 Social Security - Summer Learning

**Account Number**

97-2400-220-411-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

Supervision and duties related to administration of summer school

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$350**Budgeted Expenditures in SFY 2023** \$350**Budgeted Expenditures in SFY 2024** \$350**Total Expenditures** \$1,050**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

**Allocation Type**

Direct Allocation

**Is this 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 Unemployment - Summer Learning

**Account Number**

97-2400-260-411-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

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

Supervision and duties related to administration of summer school

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$50
<b>Budgeted Expenditures in SFY 2023</b>	\$50
<b>Budgeted Expenditures in SFY 2024</b>	\$50
<b>Total Expenditures</b>	<u>\$150</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Art Supplies

**Account Number**

97-1000-610-415-00

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

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

Elementary Art Supplies

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,500
<b>Budgeted Expenditures in SFY 2023</b>	\$2,500
<b>Budgeted Expenditures in SFY 2024</b>	\$2,500
<b>Total Expenditures</b>	<u>\$7,500</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0025

**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**

Mental Health/Contract Work

**Account Number**

97-2120-346-410-00

**Function Code**

2120 - Guidance Services

**Object Code**

346 - Medical Services

**Allowable Use**

10 - Providing mental health services and supports.

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

This will help address mental health needs as a result of the pandemic

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

**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0026

**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**

Software

**Account Number**

97-1000-653-405-00

**Function Code**

1000 - Instruction

**Object Code**

653 - Software

**Allowable Use**

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

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

This is for Fastbridge Screener to help diagnose weaknesses in learning and how to respond effectively

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$20,000**Budgeted Expenditures in SFY 2024** \$20,000**Total Expenditures** \$40,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0027

**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**

Video Equipment

**Account Number**

97-2720-730-405-00

**Function Code**

2720 - Monitoring Services

**Object Code**

730 - Equipment

**Allowable Use**

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

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

Cameras on all busses to help with contact tracing.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$13,000**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$13,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0028

**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**

Ad Astra Virtual

**Account Number**

97-1000-610-403-00

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

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

As a result of the pandemic we have created a virtual school at the admin center. This is to help with the initial costs of starting a new program.

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

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0029

**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**

Software

**Account Number**

97-1000-653-412-00

**Function Code**

1000 - Instruction

**Object Code**

653 - Software

**Allowable Use**

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

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

Software (Boardworks) that will provide Tier 2 and Tier 3 lessons and activities to address learning loss of students identified by using the Fastbridge screener

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$6,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$600
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<b>Budgeted Expenditures in SFY 2024</b>	\$600
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<b>Total Expenditures</b>	<u>\$7,200</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

**Allocation Type**

Direct Allocation

**Is this 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**

97-1000-610-409-00

**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**

Using fastbridge screener to address learning loss in students will require headsets to be used. This will include a set of 15 headphones for each building to help with students that cannot afford a set.

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

**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

**Allocation Type**

Direct Allocation

**Is this 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**

97-1000-610-411-00

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

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

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

Supplies for an added STEM room to provide enrichment learning opportunities for students K-5.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$8,000**Budgeted Expenditures in SFY 2023** \$1,000**Budgeted Expenditures in SFY 2024** \$1,000**Total Expenditures** \$10,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Change Request: Previously approved for \$6,000 at the February 2022 State Board

Line Item ID: 313-3-0032

**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**

Social Security - Summer/After School

**Account Number**

97-1000-220-411-00

**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**

Social Security for after school learning opportunities

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$10,000**Budgeted Expenditures in SFY 2023** \$10,000**Budgeted Expenditures in SFY 2024** \$10,000**Total Expenditures** \$30,000**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0033

**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**

Unemployment - Summer/After School

**Account Number**

97-1000-260-411-00

**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**

Unemployment for after school learning and summer school

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

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0034

**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**

Certified Salary

**Account Number**

97-1000-110-405-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

We are purchasing Fastbridge to use as a screener to diagnose learning loss and to help provide interventions. This is training during non contractual time for our staff to use the software more effectively.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$4,500**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4,500**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0035

**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**

Certified Substitute

**Account Number**

97-1000-115-403

**Function Code**

1000 - Instruction

**Object Code**

115 - Temporary Certified Substitutes' Salaries for Certified Staff

**Allowable Use**

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

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

In the case of teachers needing to quarantine due to COVID-19 and cannot teach we will need more substitute costs than usual.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$30,000
<b>Budgeted Expenditures in SFY 2024</b>	\$30,000
<b>Total Expenditures</b>	\$60,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0036

**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**

Textbooks

**Account Number**

97-1000-644-412-00

**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**

ReadyTextbooks/Software for students to receive personalized instruction to address skill gaps in math and reading

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$9,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$9,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

**Allocation Type**

Direct Allocation

**Is this 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-Instruction

**Account Number**

97-1000-110-416-00

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

premium pay at \$1000 per person for increased work including but not limited to cleaning, contact tracing record keeping, using different learning platforms, etc. Will be prorated for part time employees

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

**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

**Allocation Type**

Direct Allocation

**Is this 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 - Instruction

**Account Number**

97-1000-120-416-00

**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**

premium pay at \$1000 per person for increased work including but not limited to cleaning, contact tracing record keeping, using different learning platforms, etc. Will be prorated for part time employees

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

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0039

**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 - Instruction

**Account Number**

97-1000-220-416-00

**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 for premium pay

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

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0040

**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 - Instruction

**Account Number**

97-1000-260-416-00

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

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

Unemployment for premium pay

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

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

**Budgeted Expenditures in SFY 2023** \$200

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$200

**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0041

**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**

Other Benefits - Instruction

**Account Number**

97-1000-290-416-00

**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 premium pay (KPERs Penalty)

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

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

**Budgeted Expenditures in SFY 2023** \$400

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$400

**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

**Allocation Type**

Direct Allocation

**Is this 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**

97-2120-110-416-00

**Function Code**

2120 - Guidance Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

premium pay at \$1000 per person for increased work including but not limited to cleaning, contact tracing record keeping, using different learning platforms, etc. Will be prorated for part time employees

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$7,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

**Allocation Type**

Direct Allocation

**Is this 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 - Social Security

**Account Number**

97-2120-220-416-00

**Function Code**

2120 - Guidance 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 premium pay

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

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0044

**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**

Counselor - Unemployment

**Account Number**

97-2120-260-416-00

**Function Code**

2120 - Guidance 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 premium pay

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

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0045

**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**

Nurse - Salaries

**Account Number**

97-2130-110-416-00

**Function Code**

2130 - Health Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

premium pay at \$1000 per person for increased work including but not limited to cleaning, contact tracing record keeping, using different learning platforms, etc. Will be prorated for part time employees

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

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0046

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Nurse Aid - Salaries

**Account Number**

97-2130-120-416-00

**Function Code**

2130 - Health Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

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

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

premium pay at \$1000 per person for increased work including but not limited to cleaning, contact tracing record keeping, using different learning platforms, etc. Will be prorated for part time employees

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

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0047

**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**

Nurses - Social Security

**Account Number**

97-2130-220-416-00

**Function Code**

2130 - Health Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

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

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

Social Security for premium pay

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

**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

Line Item ID: 313-3-0048

**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**

Nurses - Unemployment

**Account Number**

97-2130-260-416-00

**Function Code**

2130 - Health Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

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

Unemployment for premium pay

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

**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Media Center - Salaries

**Account Number**

97-2200-110-416-00

**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**

premium pay at \$1000 per person for increased work including but not limited to cleaning, contact tracing record keeping, using different learning platforms, etc. Will be prorated for part time employees

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

**Status**

Task Force Review

**Line Item Comment from KSDE**

Approved at the February 2022 State Board Meeting

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Media Center - Social Security

**Account Number**

97-2200-220-416-00

**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**

Social Security for premium pay

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$300**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$300**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 313-3-0051

**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**

Media Center - Unemployment

**Account Number**

97-2200-260-416-00

**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 premium pay

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

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 313-3-0052

**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**

Tech Integration - Salary

**Account Number**

97-2212-110-416-00

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

110 - Regular Certified Salaries

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

premium pay at \$1000 per person for increased work including but not limited to cleaning, contact tracing record keeping, using different learning platforms, etc. Will be prorated for part time employees

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

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 313-3-0053

**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**

Tech Integration - Social Security

**Account Number**

97-2212-220-416-00

**Function Code**2212 - Instruction and Curriculum  
Development 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 premium pay

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

Task Force Review

**Line Item Comment from KSDE**

New Line Item

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Tech Integration - Unemployment

**Account Number**

97-2212-260-416-00

**Function Code**

2212 - Instruction and Curriculum  
Development 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 premium pay

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

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

**Allocation Type**

Direct Allocation

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

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

**Account Name**

General Administration - Certified Salaries

**Account Number**

97-2300-110-416-00

**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**

premium pay at \$1000 per person for increased work including but not limited to cleaning, contact tracing record keeping, using different learning platforms, etc. Will be prorated for part time employees

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

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 313-3-0056

**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**

General Administration - Classified Salaries

**Account Number**

97-2300-120-416-00

**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**

premium pay at \$1000 per person for increased work including but not limited to cleaning, contact tracing record keeping, using different learning platforms, etc. Will be prorated for part time employees

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

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 313-3-0057

**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**

General Administration - Social Security

**Account Number**

97-2300-220-416-00

**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 for premium pay

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

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 313-3-0058

**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**

General Administration -  
Unemployment

**Account Number**

97-2300-260-416-00

**Function Code**

2300 - Support Services (General  
Administration)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

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

Unemployment for premium pay

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

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 313-3-0059

**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**

Principal Salaries

**Account Number**

97-2400-110-416-00

**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**

premium pay at \$1000 per person for increased work including but not limited to cleaning, contact tracing record keeping, using different learning platforms, etc. Will be prorated for part time employees

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

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 313-3-0060

**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**

District Admin Assistant Salaries

**Account Number**

97-2400-120-416-00

**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**

premium pay at \$1000 per person for increased work including but not limited to cleaning, contact tracing record keeping, using different learning platforms, etc. Will be prorated for part time employees

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

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 313-3-0061

**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**

School Admin - Social Security

**Account Number**

97-2400-220-416-00

**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 for premium pay

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,400
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$1,400

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 313-3-0062

**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**

School Admin - Unemployment

**Account Number**

97-2400-260-416-00

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

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

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

Unemployment for premium pay

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

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

**Allocation Type**

Direct Allocation

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

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

**Account Name**

School Admin - Other Benefits

**Account Number**

97-2400-290-416-00

**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 benefits for premium pay (KPERs Penalty)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$300
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$300</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

**Allocation Type**

Direct Allocation

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

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

**Account Name**

Central Services - Certified salary

**Account Number**

97-2500-110-416-00

**Function Code**

2500 - Central Services

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

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

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

premium pay at \$1000 per person for increased work including but not limited to cleaning, contact tracing record keeping, using different learning platforms, etc. Will be prorated for part time employees

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$3,000
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 313-3-0065

**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**

Central Services - Classified Salary

**Account Number**

97-2500-120-416-00

**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**

premium pay at \$1000 per person for increased work including but not limited to cleaning, contact tracing record keeping, using different learning platforms, etc. Will be prorated for part time employees

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$7,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$7,000
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 313-3-0066

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Central Services - Social Security

**Account Number**

97-2500-220-416-00

**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 for premium pay

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$800

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$800

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 313-3-0067

**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**

Central Services - Unemployment

**Account Number**

97-2500-260-416-00

**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 premium pay

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$10

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$10

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 313-3-0068

**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**

Maintenance - Salaries

**Account Number**

97-2600-120-416-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

premium pay at \$1000 per person for increased work including but not limited to cleaning, contact tracing record keeping, using different learning platforms, etc. Will be prorated for part time employees

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$24,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$24,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 313-3-0069

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Maintenance - Social Security

**Account Number**

97-2600-220-416-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

New Item: Social Security for premium pay

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,850**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,850**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 313-3-0070

**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**

Maintenance - Unemployment

**Account Number**

97-2600-260-416-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment for premium pay

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$25**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$25**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 313-3-0071

**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**

Vehicle Operation - Classified Salary

**Account Number**

97-2710-120-416-00

**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**

premium pay at \$1000 per person for increased work including but not limited to cleaning, contact tracing record keeping, using different learning platforms, etc. Will be prorated for part time employees

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$21,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$21,000</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 313-3-0072

**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**

Vehicle Operation - Social Security

**Account Number**

97-2710-220-416-00

**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 for premium pay

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$1,600
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$1,600</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 313-3-0073

**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**

Vehicle Operation - Unemployment

**Account Number**

97-2710-260-416-00

**Function Code**

2710 - Vehicle Operation

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment for premium pay

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$20

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$20

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 313-3-0074

**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**

Transportation Service - Classified Salary

**Account Number**

97-2730-120-416-00

**Function Code**

2730 - Vehicle Servicing and Maintenance

**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 at \$1000 per person for increased work including but not limited to cleaning, contact tracing record keeping, using different learning platforms, etc. Will be prorated for part time employees

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 313-3-0075

**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**

Transportation Service - Social Security

**Account Number**

97-2730-220-416-00

**Function Code**

2730 - Vehicle Servicing and Maintenance

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social Security for premium pay

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$160
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$160</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Transportation Service -  
Unemployment

**Account Number**

97-2730-260-416-00

**Function Code**

2730 - Vehicle Servicing and  
Maintenance

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to  
maintain LEA operations and services  
and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment for premium pay

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$2

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Food Service - Classified Salaries

**Account Number**

97-3100-120-416-00

**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**

premium pay at \$1000 per person for increased work including but not limited to cleaning, contact tracing record keeping, using different learning platforms, etc. Will be prorated for part time employees

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$26,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$26,000</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 313-3-0078

**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**

Food Service - Social Security

**Account Number**

97-3100-220-416-00

**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 for premium pay

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$2,000</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 313-3-0079

**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**

Food Service - Unemployment

**Account Number**

97-3100-260-416-00

**Function Code**

3100 - Food Service Operations

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment for premium pay

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$30
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$30

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 313-3-0080

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Food Service - Other Benefits

**Account Number**

97-3100-290-416-00

**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 benefits for premium pay (KPERs Penalty)

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$30
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$30

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Student Device/Replacement

**Account Number**

97-1000-736-409-00

**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**

As a result of the pandemic, we learned many students needs are better met outside of the brick and mortar setting. Therefore, we started a virtual school. We anticipated 25 to 30 students for this current year in our school and it has continued to grow. We anticipate 80 to 100 students for FY 23. We plan on purchasing 85 additional Dell chromebooks(If supply is available)at approximatley \$350 per device. If the growth of the virtual school continues we would purchase and additional 85 in FY 24.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$30,000
<b>Budgeted Expenditures in SFY 2024</b>	\$30,000
<b>Total Expenditures</b>	\$60,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

Could you provide a breakdown of the devices this will cover? e.g. #/type of devices @what rate

**Allocation Type**

Direct Allocation

**Is 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 Worker/Beh Interventionist  
Salary**Account Number**

97-2110-110-410-00

**Function Code**2110 - Attendance and Social Work  
Services**Object Code**

110 - Regular Certified Salaries

**Allowable Use**10 - Providing mental health services  
and supports.**Please describe the expenditures within the account and how they will address a COVID-19 need**

During and after the pandemic, we have seen an increase in behavior issues especially at the elementary level. This person will be working with those high need behaviors.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$48,000
<b>Budgeted Expenditures in SFY 2024</b>	\$50,000
<b>Total Expenditures</b>	<u>\$98,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 313-3-0083

**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**Social Work/Beh Interventionist-Group  
Insurance**Account Number**

97-2110-210-410-00

**Function Code**2110 - Attendance and Social Work  
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**

Insurance for the behavior interventionist to work with students with increased behavior issues that have risen during and after the pandemic

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,000
<b>Budgeted Expenditures in SFY 2024</b>	\$6,000
<b>Total Expenditures</b>	<u>\$12,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 313-3-0084

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Worker/Beh Interv - Social Security

**Account Number**

97-2110-220-410-00

**Function Code**

2110 - Attendance and Social Work Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social Security for the behavior interventionist working with students with increased behaviors during and after the pandemic.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$4,000

**Budgeted Expenditures in SFY 2024** \$4,000

**Total Expenditures** \$8,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

Line Item ID: 313-3-0085

**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**

Social Work/Beh Interv - Unemployment

**Account Number**

97-2110-260-410-00

**Function Code**

2110 - Attendance and Social Work 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**

Behavior interventionist unemployment to help with students with enhanced behavior issues as a result of pandemic.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$0

**Budgeted Expenditures in SFY 2023** \$50

**Budgeted Expenditures in SFY 2024** \$50

**Total Expenditures** \$100

**Status**

Task Force Review

**Line Item 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**

Social Work/Beh Interv - District 403B match

**Account Number**

97-2110-291-410-00

**Function Code**

2110 - Attendance and Social Work Services

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

403 B District Match benefit for behavior interventionist to help with students with increased behaviors as a result of pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$900
<b>Budgeted Expenditures in SFY 2024</b>	\$900
<b>Total Expenditures</b>	<u>\$1,800</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

New Line Item

# ESSER III APPLICATION FOR D0343

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>
Perry Public Schools	205 W Bridge St, Perry, KS 66073	Box 729, Perry, KS 660730729
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
J.B. Elliott	jelliott@usd343.org	(785) 597-5138

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
J.B. Elliott	Superintendent	jelliott@usd343.org	(785) 597-5138

## 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.usd343.net/vnews/display.v/ART/60ca25a0552aa>

## 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 Perry-Lecompton School District began the 2021 school year in session with no remote learning option. Due to an increase in COVID-19 cases with students and staff, we returned to a mask requirement in December of 2021. The mask mandate ended during the first week of February 2022. Due to a high infection rate in staff and the lack of substitute teachers, we canceled class on January 18th, 2022. We were able to fill our teacher absences with the help of administrators, librarians, paras, and shared staff throughout the remainder of the month of January.

Our District participated in the KDHE Test to Stay program throughout the 2021-22 school year. During this process, 269 positive cases were reported. Additionally, 592 students and staff members were found to be close contacts. As of the end of February 2022, our positive number fell below 1% on a weekly basis. Therefore, we feel confident our mitigation strategies were and are effective.

## 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 one thing that we know for certain is that the pandemic affected students in different ways. In some, we noticed learning loss, in others social emotional behaviors, and in others a loss of confidence. The building principal met with student councils and other groups to discuss possible expenditures that would address issues we noticed related to COVID-19. There were also students who participated in the online community survey, which was open to anyone who wanted to respond. This group's top need was social emotional support. We will expand staff in this area to address this need. We will add a social worker in our district to address this need.

Social Worker Research Support Website: [https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel\\_107.asp](https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel_107.asp)

## **Families**

Along with face-to-face conversations during building and district site council meetings, the district sent a survey to community members. We received 195 responses from this survey. (132 parents, 59 staff members, 26 students, 13 advocates of children with disabilities, 7 representatives of Native American Tribes, and 1 representative of a Civil Rights Organization.) As you can see from the groups represented, some participants fit into more than one group. 56.9% of those surveyed would like to see ESSER funds used for additional personnel and staff support for academic intervention, 52.8% wanted to expand social and emotional learning and mental health services, 47.7% for additional behavioral support and interventions, 45.1% for after school tutoring programs, and 42.6% for summer learning programs. We will address these needs with an additional social worker, an additional math teacher in our middle school/high school building to lower class size (particularly for our lower achieving students), add training for behavior support programs that are in place, continue our summer school program for two more years (if adequate funding is available), and try to find staff that would allow an after-school tutoring program.

Social Worker Research Support Website: [https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel\\_107.asp](https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel_107.asp)

Math Teacher Research Support Website: <https://ies.ed.gov/ncee/rel/Products/Ask-A-REL/30016>

Professional Development Research Support Website: [https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)

Summer School/Expanded School Year Research Support Website:

<https://ies.ed.gov/ncee/edlabs/regions/west/Ask/Details/60>

After School Tutoring Research Support Website: <https://ies.ed.gov/ncee/pubs/20094077/pdf/20094077.pdf>

Additional Support Staff for Students Research Support Website: [https://ies.ed.gov/ncee/edlabs/regions/southeast/aar/u\\_03-2019.asp](https://ies.ed.gov/ncee/edlabs/regions/southeast/aar/u_03-2019.asp)

## **School and District Administrators including Special Education Administration**

All members of this group were sent the link to the survey. Additionally, all administration had verbal input as we developed our plan. This stakeholder group would like to see our ESSER funds address social emotional needs and support staff that will address learning loss specifically in math. (Our average class size for middle school/high school math classes is 27.) We will address these needs with an additional social worker, an additional math teacher in our middle school/high school building to lower class size (particularly for our lower achieving students).

Social Worker Research Support Website: [https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel\\_107.asp](https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel_107.asp)

Math Teacher Research Support Website: <https://ies.ed.gov/ncee/rel/Products/Ask-A-REL/30016>

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

All members of this group were sent the link to the survey. Along with that, building principals met with their building leadership teams and staff members to gather input. Building administrators were then asked to put items into a shared spreadsheet with a priority ranking and an approximate cost. This group also would like to see additional support staff and ways to address the social emotional needs of our student population. We will address this need with an additional social worker. Social Worker Research Support Website: [https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel\\_107.asp](https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel_107.asp)

## **Tribes**

As noted above, seven of our survey participants are members of a Native American Tribe. To try to gain additional input we contacted Haskell College and the Department of Indian Affairs. During the phone call with Indian Affairs, we were informed that the Southern Plains representative is currently vacant. However, we did receive feedback in our survey from seven families in this category. The top need from this stakeholder group is social emotional support followed by additional learning support, particularly the summer school program. We will address these needs with an additional social worker, an additional math teacher in our middle school/high school building to lower class size (particularly for our lower achieving students), add training for behavior support programs that are in place, continue our summer school program for two more years (if adequate funding is available).

Social Worker Research Support Website: [https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel\\_107.asp](https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel_107.asp)

Math Teacher Research Support Website: <https://ies.ed.gov/ncee/rel/Products/Ask-A-REL/30016>

Professional Development Research Support Website: [https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)

Summer School/Expanded School Year Research Support Website:

<https://ies.ed.gov/ncee/edlabs/regions/west/Ask/Details/60>

After School Tutoring Research Support Website: <https://ies.ed.gov/ncee/pubs/20094077/pdf/20094077.pdf>

Additional Support Staff for Students Research Support Website: [https://ies.ed.gov/ncee/edlabs/regions/southeast/aar/u\\_03-2019.asp](https://ies.ed.gov/ncee/edlabs/regions/southeast/aar/u_03-2019.asp)

### **Civil Rights Organization including Disability Rights Organizations**

We tried to contact Ruth Glover of the Kansas Human Rights Commission, who informed us that the commission has not established requirements for guidance regarding ESSER III funding plans. We tried to contact mitch@KAC, (Kansas Action for Children) but received no response. We also received no response from William at the Disability Rights Center of Kansas. It seems that most in this category are busy and did not have time to provide us with feedback. Through the survey results, the stakeholder groups that selected this category had a top category of learning supports for learning loss including summer school and support staff. We will address these needs with an additional math teacher in our middle school/high school building to lower class size (particularly for our lower achieving students), add continue our summer school program for two more years (if adequate funding is available).

Math Teacher Research Support Website: <https://ies.ed.gov/ncee/rel/Products/Ask-A-REL/30016>

### **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**

Again, children with disabilities, English Learners, Homelessness, Foster Care, etc were are represented in our community-wide survey. Additionally, we reached out separately to one of our foster care parents to complete a community-focused survey. This group would like to see additional support for learning loss, summer school, and after school learning programs is possible. We will address these needs with an additional social worker, an additional math teacher in our middle school/high school building to lower class size (particularly for our lower achieving students), add training for behavior support programs that are in place, continue our summer school program for two more years (if adequate funding is available).

Social Worker Research Support Website: [https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel\\_107.asp](https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel_107.asp)

Math Teacher Research Support Website: <https://ies.ed.gov/ncee/rel/Products/Ask-A-REL/30016>

Professional Development Research Support Website: [https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)

Summer School/Expanded School Year Research Support Website:

<https://ies.ed.gov/ncee/edlabs/regions/west/Ask/Details/60>

After School Tutoring Research Support Website: <https://ies.ed.gov/ncee/pubs/20094077/pdf/20094077.pdf>

### **Provide the public the opportunity to provide input and take such input into account**

As mentioned previously, our survey was posted through social media, which provided the opportunity for all community members in the public to give us input. This included one comment from a self-described "overtaxed citizen" who feels "his tax dollars are being wasted with all of this excess spending on a fake pandemic." In closing... We've heard it all from many different walks of life! We feel confident we can address the highest identified needs with our ESSER III funds. As mentioned previously, the following areas will be addressed; an additional social worker, an additional math teacher in our middle school/high school building to lower class size (particularly for our lower achieving students), add training for behavior support programs that are in place, continue our summer school program for two more years (if adequate funding is available), and try to find staff that would allow an after-school tutoring program.

Social Worker Research Support Website: [https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel\\_107.asp](https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel_107.asp)

Math Teacher Research Support Website: <https://ies.ed.gov/ncee/rel/Products/Ask-A-REL/30016>

Professional Development Research Support Website: [https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)

Summer School/Expanded School Year Research Support Website:

<https://ies.ed.gov/ncee/edlabs/regions/west/Ask/Details/60>

After School Tutoring Research Support Website: <https://ies.ed.gov/ncee/pubs/20094077/pdf/20094077.pdf>

Additional Support Staff for Students Research Support Website: [https://ies.ed.gov/ncee/edlabs/regions/southeast/aar/u\\_03-2019.asp](https://ies.ed.gov/ncee/edlabs/regions/southeast/aar/u_03-2019.asp)

## Use of Funds for Learning Loss Set Aside and The Rest of The Allocation

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

After reviewing our MAP scores in reading and math, we know we have students who have fallen behind their peers. Therefore, the COVID-19 pandemic has had a negative impact on learning in our schools. As we have demonstrated in the previous questions, our plan is aligned with strong evidence-based practices.

The learning loss varies by grade level and by subject. 3 out of 6 of our elementary grades fail below the normed average in both reading and math. 5 out of six in mat. 4 out of six in reading only. We noticed a 13% failure rate for M.S. and H.S. math classes. Although our 2021 summer school program helped close the gap with some of our students, we still have work to do. We did not see a disproportionate impact on special populations. Overall Math is a subject that needs the most attention. Our administrative team feels that our large class sizes (up to 30 students in a class) are the major cause of poor scores due to the need for smaller groups. This will impact our middle school and high school students. (503 students.)

The district did take steps to address social-emotional issues. We have expanded the grade level availability of our social worker. The increase in social-emotional support has been identified as a need as we move into the 2022-23 school year. This will impact all students, as it will allow more access to a social worker. (745 students.)

The summer school program will allow many students to close the learning loss gap with peers. Although this program is very costly, we believe it is needed to help our most needy students. This will impact 120 students.

The continuation (from approved ESSER II funds) of the classified staff retention and recruiting coordinator will allow our students access to quality staff and hopefully create consistency and continuity with our students. This will impact all students - 745.

The continuation (from approved ESSER II funds) of the retention pay will create consistency and continuity with our students. This will impact all students - 745.

If funding is available, an additional paraprofessional at the middle school level would offset the teacher to student ratio that will need to be addressed for our students who are below grade level. This will all middle school students - 244.

**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 plan to offer summer school for the second year at USD 343. This program will be a 3-day per week, full-day, a 4-week program focused on students who are not at grade level. This includes all of our special population students who are qualified through their IEP. Last year we served over 65 students in the summer school program, with 20 of those students in the special population category. This year we hope to serve close to 100 students with 40 special population students served. Secondly, we would like to contract with one of our local mental health centers to provide an additional social worker for our school district. This would give us two general education social workers, one special population social worker, and three counselors for our 745 students. We would also like to add a math teacher to help with the large class sizes in our middle and high schools. This would not only allow for smaller class sizes, but our special populations would have better access to a licensed math teacher. Our middle school would also like to add a paraeducator to assist with struggling students in the classroom. All of these items are supported by the survey results we collected.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

One item we need to address is the retention of certified and classified staff members. We have struggled to fill our classified openings during the pandemic. Additionally, our certified openings have seen fewer candidates than ever before. The incentive pay plan will be for two years, 2021-22 and 2022-23. Employees meeting the employment criteria outlined in the schedule below would receive up to \$1,000 retention incentive pay, per year, to encourage their continued employment with USD 343. (We used ESSER II funds to pay the first payment, which is NOT listed below.) Non-contracted and Rule 10 coaches are not included in this proposed retention payment plan. Below is the plan. (I hope the formatting works!)

Hired by.	Employed as of	Amount	You will receive a payment on approximately:
12/1/2021	6/10/2022	\$500	6/20/2022
5/19/2022	12/1/2022	\$500	12/20/2022
12/1/2022	6/9/2023	\$500	6/20/2023

We would also like to add a modular unit at Lecompton Elementary School to provide enough space for our counselors and social workers to work with students in a group setting.

**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 plan to use our academic screeners, (MAP, AIMSWEB) and local assessments to review student success. We are also in the process of selecting social-emotional screeners that will be utilized by our social workers and counselors to track the social-emotional improvements. Summer school students will take a pre and post-assessment to show growth during the summer program. We will track our job openings as a way to determine if the retention pay is effective.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$730,153	\$0	\$730,153	ESSER III Allocations	\$146,031
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$730,153	\$0	\$730,153	Amount Still Needed	\$146,031
In Review Total	\$730,153	\$0	\$730,153	In Review Total	\$472,067
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
343-3-0001	Direct	False	2300	120	16	\$118,586	Task Force Review
343-3-0002	Direct	True	1000	110	12	\$112,547	Task Force Review
343-3-0003	Direct	True	1000	120	12	\$14,339	Task Force Review
343-3-0004	Direct	True	2710	120	12	\$5,684	Task Force Review
343-3-0005	Direct	True	2300	120	12	\$2,436	Task Force Review
343-3-0006	Direct	True	2600	120	12	\$4,263	Task Force Review
343-3-0007	Direct	True	2400	110	12	\$14,210	Task Force Review
343-3-0008	Direct	True	2710	626	12	\$1,500	Task Force Review
343-3-0009	Direct	True	3100	120	12	\$7,917	Task Force Review
343-3-0010	Direct	True	1000	300	12	\$7,500	Task Force Review
343-3-0011	Direct	True	1000	610	12	\$1,700	Task Force Review
343-3-0012	Direct	True	2600	622	12	\$4,200	Task Force Review
343-3-0013	Direct	True	1000	120	12	\$1,421	Task Force Review
343-3-0014	Direct	False	1000	110	16	\$83,700	Task Force Review
343-3-0015	Direct	False	1000	120	16	\$55,800	Task Force Review
343-3-0016	Direct	True	1000	110	10	\$131,950	Task Force Review
343-3-0017	Direct	True	1000	120	12	\$111,650	Task Force Review
343-3-0018	Direct	True	2300	120	12	\$50,750	Task Force Review

## Line Item Details

Line Item ID: 343-3-0001

**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**

Recruiting/Retention Coordinator

**Account Number**

96126

**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**

Item has been removed from the 20% learning loss. This position will increase our job postings on social media platforms and online job boards. After being hired, we will provide better training and an understanding of employment expectations and responsibilities. This new position will assist with tracking expenditures for ESSER and COVID. Reporting data for COVID will also be a job function. \$18/hr for 260 days, plus FICA and health benefits. (\$3,906/month) . This is a continuation of an approved expense from ESSER II. Although this position will not directly impact learning loss, it will most certainly indirectly impact learning loss. This position will enable our district to will para educator, food service, and custodial positions that we can all agree are essential in the function of an educational setting. Without these positions in place, our most underserved student populations will be the MOST affected. I would like to re-state, that this position is already in place and has been previously approved in our ESSER II application.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$46,872
<b>Budgeted Expenditures in SFY 2023</b>	\$48,278
<b>Budgeted Expenditures in SFY 2024</b>	\$23,436
<b>Total Expenditures</b>	<u>\$118,586</u>

**Status**

Task Force Review

Line Item ID: 343-3-0002

**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**

Teaching Salaries - Summer School

**Account Number**

96100

**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**

Teacher salary for summer school

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$45,000**Budgeted Expenditures in SFY 2023** \$46,350**Budgeted Expenditures in SFY 2024** \$21,197**Total Expenditures** \$112,547**Status**

Task Force Review

**Line Item Comment from KSDE**

Program information provided in the narrative.

Line Item ID: 343-3-0003

**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**

Aides Salaries - Summer School

**Account Number**

96110

**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**

Pay for summer school classroom aides

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$13,000**Budgeted Expenditures in SFY 2023** \$1,339**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$14,339**Status**

Task Force Review

Line Item ID: 343-3-0004

**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**

Driver Salaries - Summer School

**Account Number**

96130

**Function Code**

2710 - Vehicle Operation

**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**

Pay for Summer Drivers

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$2,800**Budgeted Expenditures in SFY 2023** \$2,884**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$5,684**Status**

Task Force Review

Line Item ID: 343-3-0005

**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**

Secretary Salary - Summer School

**Account Number**

96060

**Function Code**

2300 - Support Services (General Administration)

**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**

Pay for Summer Secretary

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,200**Budgeted Expenditures in SFY 2023** \$1,236**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,436**Status**

Task Force Review

Line Item ID: 343-3-0006

**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**

Custodial Service - Summer School

**Account Number**

96050

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**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**

Pay for Summer Custodial

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$2,100**Budgeted Expenditures in SFY 2023** \$2,163**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$4,263**Status**

Task Force Review

Line Item ID: 343-3-0007

**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**

Admin - Summer School

**Account Number**

96070

**Function Code**

2400 - Support Services (School Administration)

**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**

Pay for Summer Administration

Our building admin contracts are 206-day contracts. For example, this year's building admin contract ends on June 3rd. The next year's contract begins on July 18th. Our summer school program will operate three days per week for full days for four weeks. The first day is June 14th and the last day is July 14th. (No summer school during the week of July 4th.) Staff members are also required three days of planning. Our average building principal contract is \$96,133 for 206 days. This is a daily rate of \$466.66. The summer administrative contract is for 15 days. A total of \$6,999.90 or \$7,000 for the summer. The \$7,210 is for an anticipated increase in salary for the following year.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$7,000**Budgeted Expenditures in SFY 2023** \$7,210**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$14,210**Status**

Task Force Review

Line Item ID: 343-3-0008

**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**

Fuel for Summer Routes

**Account Number**

96160

**Function Code**

2710 - Vehicle Operation

**Object Code**

626 - Gasoline

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Pay for Fuel - Summer School

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$700
<b>Budgeted Expenditures in SFY 2023</b>	\$800
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,500</u>

**Status**

Task Force Review

Line Item ID: 343-3-0009

**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**

Cook Salary - Summer School

**Account Number**

96080

**Function Code**

3100 - Food Service Operations

**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**

Pay for Summer Food Service. Although we are part of the USDA lunch program, we contract with OPAA, our food service vendor. We will be required to pay for this service even though we receive a reimbursement. We will have the cost per meal paid to our vendor. This is related to learning loss, as this is for summer school, which is our District's program targeted at students who are not performing at grade level. \*\*We are getting dangerously close to canceling our summer school program if our ESSER III application is not approved. I have communicated to our buildings that if our ESSER III application is not approved by June 10th, WE WILL cancel summer school this year. This information will be released on social media and news outlets if canceled. Our ESSER III application has been in KSDE's hands since late February.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,900
<b>Budgeted Expenditures in SFY 2023</b>	\$4,017
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,917</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**

Other Instructional Summer School

**Account Number**

96150

**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**

Fee for Summer School Field Trips.

As during the regular school year, field trip requests are made by the teacher and must be approved by the administration as long as it is within the budget amount. One of the objectives of our summer school program is to make a connection with students. To go one step further, during a KSDE zoom meeting, it was mentioned schools should expose students to activities they would not normally experience in the summer. Field trips will vary by grade level. Examples include The Kansas Children's Discovery Center in Topeka, <https://kansasdiscovery.org>, The Topeka Zoo <https://topekazoo.org>, The Negro Leagues Baseball Museum, <https://www.nlbm.com>, KU Museum of Nature History, <https://biodiversity.ku.edu>, and a reward trip for high school students who complete credit recovery to watch a Kansas City Royals baseball game. We used similar activities during last year's summer school program and it was very well received by students and parents.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,500
<b>Budgeted Expenditures in SFY 2023</b>	\$4,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,500</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**

Other Teaching Supplies - SMR School

**Account Number**

96340

**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**

General Supplies and Materials

Just like the regular school year, classroom supplies are needed for students attending school. We do not expect the classroom teacher to purchase classroom supplies with their own money. We anticipate eight classrooms in use for summer school this year. The budget is \$100 per classroom for a total of \$800. This budget can be used to purchase science kits, colored pencils, art supplies, or other approved classroom items that will enhance student learning. All items must be approved by the administration. The next year's summer school classroom budget will increase by 12.5%, as we anticipate more students and the cost of supplies to increase within the next year.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$800
<b>Budgeted Expenditures in SFY 2023</b>	\$900
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,700</u>

**Status**

Task Force Review

Line Item ID: 343-3-0012

**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 - Utilities

**Account Number**

96400

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

622 - Electricity

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Electricity

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$2,000
<b>Budgeted Expenditures in SFY 2023</b>	\$2,200
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$4,200</u>

**Status**

Task Force Review

Line Item ID: 343-3-0013

**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**

Tech Asst Salary - Summer School

**Account Number**

96135

**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**

Pay for Summer Tech Assistance

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$700

**Budgeted Expenditures in SFY 2023** \$721

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$1,421

**Status**

Task Force Review

Line Item ID: 343-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Retention Incentive pay

**Account Number**

96095

**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 a financial incentive that will help with the retention of current employees. The incentive pay plan will be for two years, 2021-22 and 2022-23. Employees meeting the employment criteria would receive up to \$1,000 retention incentive pay per year to encourage their continued employment with USD 343. This payment would be for the 2nd, 3rd and 4th payment, as the first payment (12/20/21) was approved and paid with ESSER II money.

**Budgeted Expenditures in SFY 2021** \$0

**Budgeted Expenditures in SFY 2022** \$54,000

**Budgeted Expenditures in SFY 2023** \$29,700

**Budgeted Expenditures in SFY 2024** \$0

**Total Expenditures** \$83,700

**Status**

Task Force Review

**Line Item Comment from KSDE**

Program information included in the narrative.

**Allocation Type**

Direct Allocation

**Is this 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 Incentive pay

**Account Number**

96110

**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 a financial incentive that will help with the retention of current employees. The incentive pay plan will be for two years, 2021-22 and 2022-23. Employees meeting the employment criteria would receive up to \$1,000 retention incentive pay per year to encourage their continued employment with USD 343. This payment would be for the 2nd, 3rd and 4th payment, as the first payment (12/20/21) was approved and paid with ESSER II money.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$36,000
<b>Budgeted Expenditures in SFY 2023</b>	\$19,800
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$55,800</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Program information included in the narrative.

**Allocation Type**

Direct Allocation

**Is 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 Worker Contract

**Account Number**

96100

**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**

Contract for an Additional Social Worker - Bert Nash

With all due respect, I'm not going to write a research paper in this box to describe how a social worker impacts students and learning loss. I will point to the fact that KSDE has provided funding to expand mental health funds for school districts. Numerous articles are listed on websites explaining this fact already. The bottom line is this; if we address mental health issues in our students, they will spend more time in our schools. More time in our schools means more learning. I've been told MANY times a social worker will qualify as an acceptable expense.

I would disagree with your opinion. Here is the justification I believe you need to review. Research has repeatedly shown that students affected by trauma, poverty, and mental health issues are unable to access learning and engage in school. We have all been impacted to some degree by this pandemic, but some students and staff will be experiencing the results of serious prolonged exposure to trauma and scarcity. Responding to this is something that school social workers have explicit and specialized training in, as well as skills to assist students and their families in accessing the resources, support, and help that will enable them to re-engage in school. [https://www.socialworkers.org/LinkClick.aspx?fileticket=zc\\_vj6tH1YI%3D&portalid=0](https://www.socialworkers.org/LinkClick.aspx?fileticket=zc_vj6tH1YI%3D&portalid=0)

Education cannot be separated from social policies for the construction of a cohesive and just society, where an inclusive social model is proposed that provides an educational response to all students. Having social workers in the school makes possible preventive actions and specialized intervention in situations of lack of protection, problems of social disadvantage, and educational inequality. <https://journals.sagepub.com/doi/full/10.1177/0020872820944994>

In closing, adequate access to a social worker WILL impact learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$65,000
<b>Budgeted Expenditures in SFY 2024</b>	\$66,950
<b>Total Expenditures</b>	<u>\$131,950</u>

**Status**

Task Force Review

Line Item ID: 343-3-0017

**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**

Teaching Salaries - Math Teacher

**Account Number**

96095

**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**

Total Salary cost for an additional Math teacher for the middle school and high school. This teacher will lower student-teacher ratio.

With our middle school and high math classes projected to be at 28 to 30, lower ratios will impact student learning, especially for those who have struggled during the pandemic. The research provided from KSDE websites supports this request. An additional teacher will lower the projected class sizes to 20-21.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$55,000
<b>Budgeted Expenditures in SFY 2024</b>	\$56,650
<b>Total Expenditures</b>	\$111,650

**Status**

Task Force Review

**Line Item Comment from KSDE**

Clarification: Please provide additional information on how the reduction of the student-teacher ratio would impact (reduce) student learning loss due to COVID-19.

Line Item ID: 343-3-0018

**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**

Paraeducator Salary

**Account Number**

96126

**Function Code**

2300 - Support Services (General Administration)

**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**

Total Pay for added paraeducator at the middle school for lower achieving students

Our lower-achieving students are determined by identifying which students are not performing at grade level. For this determination, we use a combination of factors. State assessment results, MAP scores, and teacher assessments. These are the same factors we use to identify students who will participate in our summer school program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$25,000
<b>Budgeted Expenditures in SFY 2024</b>	\$25,750
<b>Total Expenditures</b>	<u>\$50,750</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Clarification: Please provide additional information on the process of how students will be determined to work with the ESSER III funds paraprofessional for lower achieving students due to COVID-19.

# ESSER III APPLICATION FOR D0357

**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>
Belle Plaine	719 N Main, Belle Plaine, KS 67013	Box 760, Belle Plaine, KS 670130760
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Kelly Arnberger	karnberger@usd357.org	(620) 488-2288

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Becke Shivers	Business Manager	bshivers@usd357.org	(620) 488-2288

## 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.usd357.org/183277\\_2?articleID=81592](https://www.usd357.org/183277_2?articleID=81592)

## 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?**

Many of the mitigation and prevention strategies developed during the pandemic allowing us to conduct in person learning from August 2020 through now are part of the culture. Belle Plaine schools endeavor to provide a safe and inviting environment for students, staff, and community. This school year we encouraged mask usage, included mask requirements when transported and as part of our stay to learn and play protocol. We work with the Sumner County Health department and neighboring districts to monitor threats and consider expanded safety interventions 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

We have actively engaged students in the future planning through our middle school student council and student membership (6) on the high school transition team. These meetings are ongoing and the students actively participate. The high school transition team meets every Wednesday. Goals and initiatives students have identified moving forward:

More project based learning

More learning options at the secondary level (CTE, post secondary, work place)

More elective classes and activities at the middle school level

CLARIFICATION - The middle school student council was chosen to engage as they were chosen by their peers to serve. The students on the high school transition team volunteered. An invitation was read in daily announcements for a week to the entire student body. A google form was sent to their school account. Six students responded and committed to the work. Part of the expectation to be on the team is to serve as a liaison between students and the transition team.

## **Families**

In the fall of 2021 families were invited to engage in long-term planning moving forward post-pandemic. The district contracted with KASB to lead the planning sessions. The planning was not limited to ESSER spending but focused on utilizing ESSER resources as part of the vision for the district.

CLARIFICATION - Twenty-eight families participated in the initial response and 80 families responded to the follow up survey.

Key takeaways:

Experiential Learning

Expanded partnerships between school-community and opportunities for children

Emphasis on safety

## **School and District Administrators including Special Education Administration**

The administrative team meets weekly to review information from surveys, meetings with stakeholders, results of the planning sessions, and needs requiring immediate response. Key themes include how to expand experiential learning (Project Lead the Way), summer activities and options for teachers and students, safety protocols including keyless entry and improved radio/cell reception in the buildings. We also review weekly our numbers in regard to Stay to Learn and Play.

## **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 include:

Multiple stakeholder surveys

Extensive use of district website

Late Start Wednesdays - For all faculty to work and develop plans

Monthly District Leadership team meetings to work on goals and strategies

Tuesday updates with Dr. Arnberger

Site council meetings

Regional special education and administrator meetings

Building principal's engaged in USA Elevate leadership

Superintendent engaged in Monthly leadership meetings with KASB

Advisory councils developed in pathways and our Pathway to Success program

PTO engagement and meeting at elementary and middle school

Community long range planning in fall 2021 for ESSER and future - Facilitated by KASB

CLARIFICATION - Teachers and Unions - 14 teachers and staff participated in the long-range planning including the lead negotiator for the teachers association. Also, each Wednesday faculty engage in a weekly late start to work out the needs of the buildings which also included how to best utilize ESSER funds for safety, faculty/staff retention, and student safety and achievement.

## **Tribes**

In a review of our student information system, we identified 14 students who reported as native american. We sent surveys to the families and received 4 responses. These were the suggestions/areas of highest importance noted:

Summer School  
After school learning opportunities  
Adding extra-curricular and non athletic activities - more experiences

These align with other stakeholder input and feedback.

### **Civil Rights Organization including Disability Rights Organizations**

While we sent surveys with prompts to civil rights organizations, we did not receive feedback. We contacted families in our district encouraging them to identify if they were members of a civil rights organization.

CLARIFICATION - Even though we did not identify any organizations within a ten mile radius of Belle Plaine, nor did we have parents respond they were members of a civil rights organization, we contacted the ACLU Kansas and the Kansas NAACP via email but did not receive responses.

### **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 did send out surveys to students/families who have experienced homelessness and also to the families who foster students. Again, the responses were limited, however, the responses included desire for summer activities, additional support personnel, and learning materials. This feedback bolsters our work to provide summer activities, maintain the extra personnel, and implement project lead the way.

CLARIFICATION - We serve four students in foster care. We contacted the families to get their input. One of the families is an employee and engaged in our weekly late starts. Special education teachers and staff are employed by the Sumner County Interlocal. These staff work in our buildings and participated in the planning meetings held during Wednesday late starts. The five districts in the interlocal also teamed with the interlocal leadership to ensure our ESSER plans were complementary and served the needs of special education students. We contacted the one family who identified as having an incarcerated student to gather feedback. SEL support was their prime concern. Even though we partner with the special education interlocal, we contacted the 150 special education families via the survey and 5% responded. Summer school and extra personnel support were top on the list. We do not currently serve any migrant students. We also do not currently serve any ELL students.

As stated earlier, our work to develop our ESSER plan involved all of our teams, partners, and other stakeholders as we considered options. The community planning session then drove the final planning.

### **Provide the public the opportunity to provide input and take such input into account**

We sent a feedback on the plan survey to parents and notified via our messaging platform. We received 73 responses. Of the responses: 51% of respondents felt after school help was very important or important, 47% responded that additional personnel to support was very important/important, and 45% responded that summer learning was very important/important.

We continue to allow for responses. We find unique comments we must consider in general such as the need for some students to have actual textbooks as they struggle with on-line.

### **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 357 suffered the Covid impact not so much from learning loss but from the delay in strategy to improve learning. The District and building leadership teams were developing strategies to improve learning when covid hit and the staff had to pivot immediately. Our data show a variety of issues exacerbated by Covid that we will utilize ESSER III money to address. Some data that demonstrate need to address with the assistance of ESSER III. In SEL data we noted that only 8.9% of students in the elementary school feel safe everyday. There are a variety of reasons why this could be but the HOPE team and SIT teams will continue to work on their CHAMPS practices, we will continue to employ a high quality social worker, and the district will continue to provide SEL resources to support students. Our ESSER funds will be used to address academic issues through continued Pathways training and Project Lead The Way training and implementation. We noted from our elementary data a dip in fact fluency which we believe Covid related. Only 45% of our 3rd grade students this year scored over 80% on fact fluency. Over 70% of our 4th graders scored above 80%. The third graders were in first grade when the pandemic hit and we recognize there are likely other skill areas impacted.

We also noted a decrease in our ACT prep scores in math from 2019-2021. Our data also shows our post secondary effectiveness score at 39.5, a fair distance from the goal of 70-75% post-secondary effectiveness rate set by the state board of education.

Our district has identified 36 students who have experienced homelessness. We currently serve four students in foster care. 14 students have identified as Native American and over 25% percent of our student population possesses an IEP. Our student population is about 580 students depending on which date you take count. The point is, our plan is intended to ensure we serve each student regardless of specific identification.

**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 will continue to employ four paraprofessionals in the district to provide extra support for students. We will also continue to provide summer learning opportunities for our students. Our extended learning will engage students in a variety of topics and themes. We have partnered with Kansas State University to provide a middle level three week learning opportunity focused on utilization of robotics and drone technologies. Our high school extended learning will assist those students requiring more time to demonstrate mastery of content standards. As of now we have enrolled 109 students for summer extended learning opportunity which is 19% of our total population.

One of the major learnings, aha's that took place is our science scores and curriculum at the elementary and middle school need a boost. We will be training all elementary faculty this summer on Project Lead the Way to address our science issues and develop a pipeline to address outcomes through the middle and high school. The middle and high school will also train instructors to implement PLTW and we will have three pathways, bio-medical, engineering, and computer science at the high school. These will not only address our learning loss but will help teachers facilitate better learning outcomes for students.

We are also addressing learning loss through different delivery methods. We have employed an experiential learning coordinator to assist teachers as they implement PLTW and to also facilitate other experiential learning opportunities. We are developing partnerships with Cowley Community College, Wichita Technical School, and Wichita State University. All of these partnerships will provide opportunities to address post secondary success outcomes. We cannot get back the time we lost to Covid, we can only move forward.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

We will continue to address air quality with ESSER III funds. We are also addressing retention of quality staff through premium pay incentives and we are also opening an on-site daycare to not only provide students with dual credit options in early childhood learning but also as recruitment and retention tool to ensure we have a quality staff meeting student needs.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

USD 357 will continue mitigation practices we believe have ensured we have not had to deal with interruptions including our stay to learn and play protocols. We will continue with our successful summer school and also continue to build our programs designed to improve outcomes for our students such as pathways and grow our experiential learning through project lead the way. We will retain our added staff to provide additional support.

Social emotional health of students has always been a concern. We employ one social worker and two counselors in the district. We do not fund them with ESSER dollars. The ESSER dollars allow us to provide incentive to retain these key positions. We also partner with Sumner County Mental Health to provide services at school and coordinate our programs with them as we manage the stress of the pandemic.

Finally the school board approved a mental health benefit for all employees for the 22-23 school. The board and all stakeholders recognize the need to retain the quality staff we have and they too experience stress. Thus, the added program for the next year.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$593,652	\$0	\$593,652	ESSER III Allocations	\$118,731
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$593,652	\$0	\$593,652	Amount Still Needed	\$118,731
In Review Total	\$593,652	\$0	\$593,652	In Review Total	\$312,000
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
357-3-0001	Direct	True	1000	100	11A	\$32,000	Task Force Review
357-3-0002	Direct	True	2300	100	11A	\$12,000	Task Force Review
357-3-0003	Direct	True	2100	120	12	\$128,000	Task Force Review
357-3-0004	Direct	False	2100	120	1A	\$70,000	Task Force Review
357-3-0005	Direct	False	1000	100	1A	\$52,000	Task Force Review
357-3-0006	Direct	False	2100	210	1A	\$40,000	Task Force Review
357-3-0007	Direct	False	2100	210	1A	\$7,200	Task Force Review
357-3-0008	Direct	False	2100	120	1A	\$6,000	Task Force Review
357-3-0009	Direct	False	2200	120	1A	\$4,000	Task Force Review
357-3-0010	Direct	False	2300	110	1A	\$1,000	Task Force Review
357-3-0011	Direct	False	2400	110	1A	\$4,000	Task Force Review
357-3-0012	Direct	False	2500	120	1A	\$2,000	Task Force Review
357-3-0013	Direct	False	2600	120	1A	\$10,500	Task Force Review
357-3-0014	Direct	False	2700	120	1A	\$4,000	Task Force Review
357-3-0015	Direct	True	1000	300	12	\$100,000	Task Force Review
357-3-0016	Direct	True	2200	110	12	\$40,000	Task Force Review
357-3-0017	Direct	False	2200	120	1A	\$20,000	Task Force Review
357-3-0018	Direct	False	2600	600	7	\$60,952	Task Force Review

## Line Item Details

Line Item ID: 357-3-0001

**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**

07

**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**

USD #357 will use ESSER III funds to provide summer school programs at the Elementary, Middle and High School in order to address learning loss, provide an enhanced educational experience and to provide credit recovery.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$16,000
<b>Budgeted Expenditures in SFY 2024</b>	\$16,000
<b>Total Expenditures</b>	<u>\$32,000</u>

**Status**

Task Force Review

Line Item ID: 357-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

2300 - Support Services (General Administration)

**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**

Summer School Administration for 3 building administrators who are each working 10 days beyond their contract day to plan and facilitate our summer school program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$6,000
<b>Budgeted Expenditures in SFY 2024</b>	\$6,000
<b>Total Expenditures</b>	<u>\$12,000</u>

**Status**

Task Force Review

Line Item ID: 357-3-0003

**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**

07

**Function Code**

2100 - Support Services (Students)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Due to the continuing pandemic, USD #357 has hired 4 additional paras to help address learning loss

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$64,000**Budgeted Expenditures in SFY 2024** \$64,000**Total Expenditures** \$128,000**Status**

Task Force Review

Line Item ID: 357-3-0004

**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**

07

**Function Code**

2100 - Support Services (Students)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We created a new School Community-Career Coordinator position with ESSER II funds because COVID eliminated all of the opportunities students had to intern, job-shadow, visit campuses and apprentice.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$35,000**Budgeted Expenditures in SFY 2024** \$35,000**Total Expenditures** \$70,000**Status**

Task Force Review

Line Item ID: 357-3-0005

**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**

07

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - 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**

USD #357 will use ESSER III funds to provide retention incentive premium pay in mid-November of 2022 and 2023 for the additional duties required of our 52 instructional staff during the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$26,000
<b>Budgeted Expenditures in SFY 2024</b>	\$26,000
<b>Total Expenditures</b>	<u>\$52,000</u>

**Status**

Task Force Review

Line Item ID: 357-3-0006

**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**

07

**Function Code**

2100 - Support Services (Students)

**Object Code**

210 - Group Insurance

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide insurance benefits for additional paras

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$20,000
<b>Budgeted Expenditures in SFY 2024</b>	\$20,000
<b>Total Expenditures</b>	<u>\$40,000</u>

**Status**

Task Force Review

Line Item ID: 357-3-0007

**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**

07

**Function Code**

2100 - Support Services (Students)

**Object Code**

210 - Group Insurance

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Provide insurance benefits for Community-Career Coordinator

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,600
<b>Budgeted Expenditures in SFY 2024</b>	\$3,600
<b>Total Expenditures</b>	<u>\$7,200</u>

**Status**

Task Force Review

Line Item ID: 357-3-0008

**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**

07

**Function Code**

2100 - Support Services (Students)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD #357 will use ESSER III funds to provide retention incentive premium pay in mid-November 2022 and 2023 for the additional duties required of our 6 non-certified student support staff during the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
<b>Budgeted Expenditures in SFY 2024</b>	\$3,000
<b>Total Expenditures</b>	<u>\$6,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional premium pay information regarding the number of staff to be paid (reported in categories if applicable), the premium pay amount(s) and the anticipated payment date.

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD #357 will use ESSER III funds to provide retention incentive premium pay in mid-November of 2022 and 2023 for the additional duties required of our 4 non-certified support staff due to the ongoing pandemic

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	<u>\$4,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional premium pay information regarding the number of staff to be paid (reported in categories if applicable), the premium pay amount(s) and the anticipated payment date.

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD #357 will use ESSER III funds to provide retention incentive premium pay in mid-November 2022 and 2023 for the additional duties required of our superintendent during the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$500
<b>Budgeted Expenditures in SFY 2024</b>	\$500
<b>Total Expenditures</b>	<u>\$1,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional premium pay information regarding 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: 357-3-0011

**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**

07

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD #357 will use ESSER III funds to provide retention incentive premium pay in mid-November 2022 and 2023 for the additional duties required of our 4 building administrators during the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	<u>\$4,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional premium pay information regarding 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: 357-3-0012

**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**

07

**Function Code**

2500 - Central Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD #357 will use ESSER III funds to provide retention incentive premium pay in mid-November 2022 and 2023 for the additional duties required of our 2 central services staff during the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional premium pay information regarding 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: 357-3-0013

**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**

07

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD #357 will use ESSER III funds to provide retention incentive premium pay in mid-November 2022 and 2023 for the additional duties required of our 10 full-time and 1 part-time maintenance and custodial staff during the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$5,250
<b>Budgeted Expenditures in SFY 2024</b>	\$5,250
<b>Total Expenditures</b>	<u>\$10,500</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional premium pay information regarding 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: 357-3-0014

**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**

07

**Function Code**

2700 - Student Transportation Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD #357 will use ESSER III funds to provide retention incentive premium pay in mid-November of 2022 and 2023 for the additional duties required of our 4 transportation staff during the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,000
<b>Budgeted Expenditures in SFY 2024</b>	\$2,000
<b>Total Expenditures</b>	<u>\$4,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional premium pay information regarding 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: 357-3-0015

**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**

07

**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**

USD #357 will use ESSER III funds to implement Project Lead The Way. The stakeholders at USD 357 determined COVID 19 exposed the lack of experiential learning opportunities students receive. The assessment data also supported the idea our students lacked foundational knowledge in science and Math. To overcome this significant need, the stakeholders explored options to help teachers with strategies and practices designed to overcome learning loss in science and mathematical concepts.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
<b>Budgeted Expenditures in SFY 2024</b>	\$50,000
<b>Total Expenditures</b>	<u>\$100,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Justification: Clarification – Please provide additional information explaining the expenditure is due to COVID-19.

Line Item ID: 357-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

USD #357 will use ESSER III funds to hire a Project Lead The Way Coordinator. The stakeholders at USD 357 determined COVID 19 exposed the lack of experiential learning opportunities students receive. The assessment data also supported the idea our students lacked foundational knowledge in science and Math. To overcome this significant need, the stakeholders explored options to help teachers with strategies and practices designed to overcome learning loss in science and mathematical concepts.

We chose to employ a coordinator to support teachers who are new to teaching from an experiential lens. Because we know students will develop skill through authentic tasks and we have experienced learning loss, the expectation for teachers will be high and they will require support.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$20,000
<b>Budgeted Expenditures in SFY 2024</b>	\$20,000
<b>Total Expenditures</b>	<u>\$40,000</u>

**Status**

Task Force Review

Line Item ID: 357-3-0017

**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**

07

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

In order to recover learning loss, USD #357 will use ESSER III funds to implement an On-Site Day Care program to recruit and retain quality staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$10,000
<b>Total Expenditures</b>	<u>\$20,000</u>

**Status**

Task Force Review

Line Item ID: 357-3-0018

**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**

07

**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**

USD #357 will use ESSER III funds to purchase supplies necessary for enhanced cleaning and sanitizing due to the ongoing pandemic. This is a continuation of processes used to clean and sanitize due to COVID; parts, batteries and solution supplies for Victory electrostatic sprayer, additional ppe if necessary, as well as increased cost due to more frequent air filter changes.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$30,476
<b>Budgeted Expenditures in SFY 2024</b>	\$30,476
<b>Total Expenditures</b>	<u>\$60,952</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Justification: Reasonableness - Please provide additional information on what supplies will be purchased that is beyond the normal cleaning/sanitizing that is due to COVID-19.

This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)

# ESSER III APPLICATION FOR D0358

Status

Task Force Review

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Oxford	515 N. Water St., Oxford, KS 671190937	Box 970, Oxford, KS 671190937
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Cathi Wilson	cathiwilson@usd358.com	(620) 455-2227

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Dr. Cathi Wilson	Superintendent	cathiwilson@usd358.com	(620) 455-2410
<b><u>Other District Representative 1 - Name</u></b>		<b><u>Other District Representative 1 - E-mail Address</u></b>	
Kristina Houser		kristinahouser@usd358.com	
<b><u>Other District Representative 2 - Name</u></b>		<b><u>Other District Representative 2 - E-mail Address</u></b>	
Terri Wiseman		terriwiseman@usd358.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/1462w>

## 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?**

Funds will be used to provide staffing for reduced class size to increased social distancing as one way to help mitigate the spread of Covid 19 and to provided individualized supports to students with Covid related learning loss due to shut downs and multiple quarantines. Staffing in the plan includes a 7-12 At-risk Instructional aide, an elementary At-Risk instructional aide (currently funded under Esser II), the retention of a Kindergarten teacher (funded through Esser II) and to also improve air quality and ventilation in buildings which has been identified as a key way to reduce and prevent the spread of coronavirus. The budgeted proposal is for \$156,840 to be used for staffing to reduce learning loss and the remaining \$239,725 to be allocated for HVAC improvements for 100% of \$396,565 to be expended by the deadline.

## 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 collected input from our students about needs they felt could be addressed with the resources provided through ESSER funding. The feedback gathered through the survey given was instrumental in the development of our ESSER support plan. 70% responded to the survey Seminar teachers also, followed up from the survey and asked students what was important to them. The priorities identified by our students were: (<https://forms.gle/743PgL2AyS2Lz7V79>)

- Priority 1- Updating the heating, air, and ventilation systems to improve building climate for student health and wellness
- Priority 2- Additional instructional materials and resources (software, textbooks, curriculum, etc.)
- Priority 3- Expanded social and emotional learning and mental health services
- Priority 4- Additional staff support to help with academic needs during the day

## **Families**

We collected input from our families about needs they felt could be addressed with the resources provided through ESSER funding. The feedback gathered through the survey given was instrumental in the development of our ESSER support plan. 87 Families responded out of the 110 in the district. The priorities identified by our families were: (<https://forms.gle/58cX3xj1dC1a1iBV7>)

- Priority 1- Additional staff support to help with academic needs during the day
- Priority 2- Expanded social and emotional learning and mental health services
- Priority 3- Updating the heating, air, and ventilation systems to improve building climate for student health and wellness
- Priority 4- After School and Summer Learning Programs tied for 4th.

## **School and District Administrators including Special Education Administration**

We collected input from our faculty (including all district administration ) about needs they felt could be addressed with the resources provided through ESSER funding. The feedback gathered through the survey given was instrumental in the development of our ESSER support plan. 100% responded. The priorities identified were:

- Priority 1- Additional staff support to help with academic needs during the day
- Priority 2- Summer learning programs for students
- Priority 3- After School learning programs for students
- Priority 4- Expanded social and emotional learning and mental health services;Updating the heating, air, and ventilation systems to improve building climate for student health and we

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

We collected input from our faculty (including all district administration ) about needs they felt could be addressed with the resources provided through ESSER funding. The feedback gathered through the survey given was instrumental in the development of our ESSER support plan. 80% responded. Here is the link: <https://forms.gle/TcXCVbkzMA8oLwLF7>

The priorities identified were:

- Priority 1- Additional staff support to help with academic needs during the day
- Priority 2- Summer learning programs for students
- Priority 3- After School learning programs for students
- Priority 4- Expanded social and emotional learning and mental health services;Updating the heating, air, and ventilation systems to improve building climate for student health and we

## **Tribes**

In a review of our student information system, we identified 1 student who reported as members of a tribe. Survey information from the students and their parents, indicated the following strategies would be of the greatest benefit to them: In addition to the survey, the superintendent met with the family to follow up and they strongly felt that the biggest benefit would be providing additional staff to support students with learning needs.

- Priority 1- Additional staff support to help with academic needs during the day
- Priority 2- Expanded social and emotional learning and mental health services
- Priority 3- After School learning programs for students
- Priority 4- Summer Learning Programs

## **Civil Rights Organization including Disability Rights Organizations**

A survey was sent to:

info@aclukansas.org American Civil Liberties Union of Kansas.

Kansas Action for Children (sent link via their website contact page: <https://kac.org/contact>)

Here is the link to the survey that was sent: <https://forms.gle/rxR5mWK5uAtEBEFAA>

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 student enrolled in Oxford Public Schools.

Elementary and secondary At-Risk Instructional Aides for additional support to address learning loss and social emotional needs, and an additional teacher to decrease class size at the kindergarten level due to the increase number of students who as a result of COVID closures and quarantines are not kindergarten ready.

Should we receive a response from the organizations, their input will be considered as part of the plan.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We collected input from Sumner County Mental Health Director of Services and a social worker (students experiencing homelessness, underserved populations), Cowley and Sumner County Truancy and Juvenile Officers (children who are incarcerated, homeless, migratory, ELL) Interlocal 619 Special Education Assistant Director and 10 parents of students with disabilities (students with disabilities), and Foster Care Services (TFI) in Wellington- (homeless students, migratory students, ELL, underserved students) students about needs they felt could be addressed with the resources provided through ESSER funding. The feedback gathered through the survey given was instrumental in the development of our ESSER support plan.

The priorities identified were:

Priority 1- Expanded social and emotional learning and mental health services

Priority 2- Additional staff support to help with academic needs during the day

Priority 3- After School learning programs for students

Priority 4- Summer learning programs for students

It should be noted that the organizations above provided feed back about what they feel would benefit students they serve however:

English Language Learners and Migratory Students: When every student enrolls in our school, parents or guardians complete language survey that provides information about each student's language proficiency and needs. The data from the surveys are noted in our student information system which does not currently show any students with English Language Learning needs. Our data system also tracks migratory students and currently the district does not have any of those students.

Homeless Students: Each year every family completes a housing survey that both provides information on that student's current housing, whether temporary or permanent, if it is shared housing and who they reside with currently. It also provides parents/guardians with their child's housing and educational rights and the contact information for our homeless liaison. The students who are identified as homeless are those who usually live with a relative and there are very few of those within our district. We reached out to these students/families and provided the opportunity to give input into the use of ESSER funds through our survey.

Our district is a member of the 619 Interlocal and the administration from both the interlocal and the school district meet monthly and work together to ensure the needs of identified students and special education staff are addressed with ESSER funding. Additionally all parents of students with disabilities provided the opportunity to give input into the use of ESSER funds through our survey- Additionally 3 families were met with by the superintendent to gain insight and feedback specifically about the services that would assist students with disabilities.

Need: In consultation between the district and the SEK Interlocal, both entities recognize needs and priorities of learning

### **Provide the public the opportunity to provide input and take such input into account**

We sent out surveys and gathered input from all stakeholder groups. The information was collected and reviewed by the district leadership team, the district administrative team, district SITE council, and was a discussion item at the February 2022 regular board meeting. Input was taken into consideration in the development of the 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.**

Over the last two years, the consistency and predictability of school has been in flux. Students missed an unprecedented number of school days due to illness and COVID quarantines. Stacked on top of missed direct instructional days, students dealt with teacher absenteeism due to COVID related reasons also. In the wake of missed instruction and predictability of the everyday life, students are showing an increased need for social emotional supports.

In 2021- the district had a 13.3% Chronic Absenteeism rate, with the highest rates at the elementary school with rate of 17.7%

The District Average for ELA KPA for 19 and 21 (no assessment in 20 due to COVID)

Level 1- 29.42 (19) 29.09 (21). Level 2- 43.30 (19) 42.54(21) Level 3- 24.30(19) 20.49(21) Level 4-2.96(19) 7.86 (21)

District Averages for the Math KPA for 19 and 21 (no assessment in 20 due to COVID)

Level 1-31.33(19) 29.33(21) Level 2- 43.00(19) 40.63(21) Level 3-20.69 (19) 20.59(21) Level 4- 4.98(19) 9.43(21)

Assessment data shows minimal gains.

The DESSA Social Emotional Screening data from the Winter of 2021 indicate that 14% of elementary students are in the High Need range and 27% of the 7-12 students are in the High Need Range. 2021 KCTC data indicated that more 55% of the 7-12 students who completed the survey rated at risk in the Depressed Climate Scale.

Preschool and kindergarten teachers report more than 60% of their students are not meeting kinder readiness indicators and are socially not prepared for a school structure. Student of Concern teams struggle to determine if the younger students suffer from COVID related lack of access to learning opportunities or if a learning disability is the reason for struggles in 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)**

USD 358 plans to use the continue to employ a second kindergarten teacher to reduce class size to allow more individualized instruction for students coming in not kindergarten ready due to limited educational and social exposures due to COVID shut downs and quarantines. This position is currently funded by ESSER II. There are currently 28 students in the 21-22 preschool program. Funds will also be used to hire an additional at-risk instructional aide for the 7-12 and continue to fund an elementary at-risk aide (funded under ESSER II) . Both of the positions are part of an enhanced MTSS structure at both buildings to support students learning and social emotional losses. These support personnel will provide for small group and 1-1 learning settings for support to the classroom. The At-Risk instructional aides will also staff the after school tutoring program. The following evidence based practices that will be implemented I-Ready, Edgenuity, Foundations, DESSA, STAR, Accelerated Reader, Trauma informed practices, study skills instruction, class size reduction, mentoring, Ages and Stages, Creative Curriculum, PBL, STEM/Makerspace activities, and reteaching and pre-teaching.

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

According to research, as the intensity of instruction is needed, group size should decrease and be provided by highly capable individuals.

Research supporting this includes:

Foorman, B., Francis, D., Fletcher, J., Schatschneider, C., & Mehta, P. (1998). The role of instruction in learning to read: Preventing reading failure in at-risk children. *Journal of Educational Psychology*, 90, 37-55.

Vaughn, S., Wanzek, J., Woodruff, A. L., & Linan-Thompson, S. (2007). Prevention and early identification of students with reading disabilities. In D. Haager, J. Klingner, & S. Vaughn (Eds.), *Evidence-Based Reading Practices for Response to Intervention*. Baltimore: Paul H. Brookes Publishing.

Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy*

*Analysis Archives*, 8(1). Retrieved April 2008 from <http://epaa.asu.edu/epaa/v8n1/>

Elbaum, B., Vaughn, S., Hughes, M.T., & Moody, S.W. (2000). How effective are one-to-one tutoring programs in reading for elementary students at risk for reading failure? A meta-analysis of the intervention research.

*Journal of Educational Psychology*, 92, 605-619. Harn, B., Kame'enui, E., & Simmons, D. (2007). The nature and role of the third tier in a prevention model for kindergarten students. In Haager, D., Klingner, J., and Vaughn, S. (Eds.), *Evidence-Based Reading Practices for Response to Intervention*. Baltimore: Paul H. Brookes Publishing.

Vaughn, S., Linan-Thompson, S., Kouzekanani, K., Bryant, D.P., Dickson, S., & Blozis, S.A. (2003). Reading instruction grouping for students with reading difficulties. *Remedial and Special Education*, 24(5) 301-315.

### **How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Oxford Schools will utilize the remaining funds to replace outdated and unsafe HVAC units that are more energy efficient and have the technology to control humidity. This decision was based through the result of having meetings with multiple stakeholder groups and BOE strategic planning. This project will provide for reduced COVID spread in classrooms with better air quality. Keeping students and staff healthy and in school is a priority.

**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 to mitigate this learning loss includes using ESSER funds for two at-risk instructional aides for the MTSS structures at both the elementary and secondary, and a Kindergarten teacher to reduce class size.

Oxford has "Student Improvement Teams" Pk-12 that meets monthly to review academic and behavior data to ensure that no student that needs supports or services are left without them. District PLC's meet monthly to review group data and look for areas of discrepancy and success to insure all student groups are provided the instruction and resources needed to be successful. The district leadership team also meets monthly to evaluate professional development needs and resources so teachers are able to provide the necessary instruction to all student groups.

ESL services are provided to those students who qualify. MTSS at-risk teachers and instructional aides provide supports to students who need additional attention whether it's for homelessness, academic, social emotional concerns, etc. Special education students are supported through quality instructors, paras, and strong partnerships with general education staff. The district counselors and administration meet weekly to collaborate about instruction, student and family areas of focus that are needed, supports needed for students, parents, staff, and the community. The KESA team meets quarterly to review the school and state board outcomes and how they align with current school improvement strategies being implemented. The team evaluates student data to determine effectiveness and the need for additional training for the fidelity of the implementations.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$396,565	\$0	\$396,565	ESSER III Allocations	\$79,313
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$396,565	\$0	\$396,565	Amount Still Needed	\$79,313
In Review Total	\$396,565	\$0	\$396,565	In Review Total	\$156,840
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
358-3-0001	Direct	True	1000	110	1A	\$90,000	Task Force Review
358-3-0002	Direct	True	1000	220	1A	\$6,750	Task Force Review
358-3-0003	Direct	True	1000	290	1A	\$90	Task Force Review
358-3-0004	Direct	True	2100	120	1A	\$52,000	Task Force Review
358-3-0005	Direct	True	2100	220	1A	\$7,900	Task Force Review
358-3-0006	Direct	True	2100	290	1A	\$100	Task Force Review
358-3-0007	Direct	False	4700	453	1A	\$239,725	Task Force Review

## Line Item Details

Line Item ID: 358-3-0001

**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 Salary-Certified

**Account Number**

98000

**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**

Students entering school for the 1st time are less prepared for kindergarten due to limited social and school exposures as a direct result to COVID shut downs and quarantines. For this reason, more individualized attention and interventions need to be provided which is best provided in smaller classes sizes. For this reason, USD 358 is adding an additional Kindergarten teacher to meet the needs of the increased number of students who are not meeting kindergarten readiness benchmarks.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$45,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$45,000
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<b>Total Expenditures</b>	\$90,000
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**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "USD 358 plans to use the continue to employ a second kindergarten teacher to reduce class size to allow more individualized instruction for students coming in not kindergarten ready due to limited educational and social exposures due to COVID shut downs and quarantines. This position is currently funded by ESSER II. There are currently 28 students in the 21-22 preschool program."

Line Item ID: 358-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3 Social Security- Certified

**Account Number**

98010

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social security contributions for the additional Kindergarten teacher needed to address learning loss for those students who weren't able to gain the educational or social opportunities to be kindergarten ready due to COVID shut downs and quarantines.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,375
<b>Budgeted Expenditures in SFY 2024</b>	\$3,375
<b>Total Expenditures</b>	<u>\$6,750</u>

**Status**

Task Force Review

Line Item ID: 358-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Unemployment- ESSER 3 Certified

**Account Number**

98020

**Function Code**

1000 - Instruction

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment contributions for the additional Kindergarten teacher needed to address learning loss for those students who weren't able to gain the educational or social opportunities to be kindergarten ready due to COVID shut downs and quarantines.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$45
<b>Budgeted Expenditures in SFY 2024</b>	\$45
<b>Total Expenditures</b>	<u>\$90</u>

**Status**

Task Force Review

Line Item ID: 358-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER 3- Salary Non-Certified

**Account Number**

98005

**Function Code**

2100 - Support Services (Students)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional At-risk support personnel are needed at the elementary and secondary buildings to help students who are behind academically due to the learning loss experienced as a result of COVID shut downs and multiple quarantines.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$26,000
<b>Budgeted Expenditures in SFY 2024</b>	\$26,000
<b>Total Expenditures</b>	<u>\$52,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Funds will also be used to hire an additional at-risk instructional aide for the 7-12 and continue to fund an elementary at-risk aide (funded under ESSER II) . Both of the positions are part of an enhanced MTSS structure at both buildings to support students learning and social emotional losses. These support personnel will provide for small group and 1-1 learning settings for support to the classroom. The At-Risk instructional aides will also staff the after school tutoring program."

Line Item ID: 358-3-0005

**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 3 Social Security- Non Certified

**Account Number**

98015

**Function Code**

2100 - Support Services (Students)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Social security contributions for the additional At-Risk non classified staffed needed to provided individualized support for the learning loss students have who weren't able to gain the educational or social opportunities due to COVID shut downs and multiple quarantines.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,950
<b>Budgeted Expenditures in SFY 2024</b>	\$3,950
<b>Total Expenditures</b>	<u>\$7,900</u>

**Status**

Task Force Review

Line Item ID: 358-3-0006

**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 3 Unemployment- Non Certified

**Account Number**

98025

**Function Code**

2100 - Support Services (Students)

**Object Code**

290 - Other Employee Benefits

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Unemployment contributions for the additional At Risk non certified personnel needed to provide individual support to address learning loss for students who weren't able to gain the educational or social opportunities due to COVID shut downs and multiple quarantines.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$50
<b>Budgeted Expenditures in SFY 2024</b>	\$50
<b>Total Expenditures</b>	<u>\$100</u>

**Status**

Task Force Review

Line Item ID: 358-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Esser 3 HVAC Replacement

**Account Number**

98100

**Function Code**

4700 - Building Improvements

**Object Code**

453 - Heating and Cooling System Services

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The district plans to replace a total of 14 roof top units at Oxford Junior Senior High School and Oxford Elementary School in classroom spaces to improve humidity and temperature conditions. Existing smart thermostat controls to new units will be disconnected from old units and reinstalled to the new units. The cost is allowed under "inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, include mechanical and nonmechanical heating, ventilation, and air-conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement." This project will allow the district to improve air quality and ventilation in classrooms, which have been identified as a key way to reduce and prevent the spread of coronavirus and keep students and staff health and in school.

Note- an additional \$20,839 was added to this budget item due to the increased costs of supplies since the pre-approval was submitted.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$239,725
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$239,725</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative, "Oxford Schools will utilizing the remaining funds to replace outdated and unsafe HVAC units that are more energy efficient and have the technology to control humidity. This decision was based through the result of having meetings with multiple stakeholder groups and BOE strategic planning. This project will provide for reduced COVID spread in classrooms with better air quality. Keeping students and staff healthy and in school is a priority."

# ESSER III APPLICATION FOR D0388

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>
Ellis	1011 Washington, Ellis, KS 67637	PO Box 256, Ellis, KS 676370256
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Corey Burton	cburton@usd388.k12.ks.us	(785) 726-4281

## 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@usd388.com	(785) 726-4281
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
Connie Waldschmidt	cwaldschmidt@usd388.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/1562357/USD388MitigationLevels21-22.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1562357/USD388MitigationLevels21-22.pdf)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

USD 388 worked closely with the Ellis County Health Department and HaysMed to facilitate the Ellis County School Covid Advisory Council which includes USD 388 as well as all other public and private schools in Ellis County to safely operate in-person learning for this year and for the following years. This council meets on a weekly basis to review current case numbers and discuss appropriate mitigation strategies. Our goal was to remain open to allow us to provide quality instruction while keeping the learning environment safe for all stakeholders. The use of our funds will be reviewed by our local BOE, Site Base Councils, and KSDE to ensure that our expenditures align with best practices, help address learning losses, and promote safety. The funds will be utilized in a variety of areas: staff, technology, curriculum, sanitation, and physical plant needs.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

## Students

A survey was sent to all 7-12 students to gain insight on what they felt should be considered for ESSER fund use. We had good participation with 55.5% of the students responding to the survey. The top areas indicated from the students were:

- Offering additional extracurricular activities (59%)
- Providing additional student technology (55%)
- Facility Upgrades that support student health needs (33%)
- Additional instructional materials and resources (25%)

These results were compiled and shared with the STUCO leadership via the high school principal at a scheduled meeting. During the meeting it was further explained what ESSER funds are allowed to be utilized for and how student input is important in the process. The students provided additional feedback and had some great ideas that were shared.

Our plan include purchasing new laptops and ipads using (ECF) Emergency Connectivity Funds. We have remodeled our high school bathrooms to included touch free fixtures using Cares Funds. We will be using ESSER II and III funds to purchase new 7-12 math curriculum. Last year, we used ESSER II funds to purchase new K-6 math curriculum. We will be using ESSER III funds to purchase Edgenuity licenses for our 7-12 summer school program. IXL will be purchased at the grade school to address learning loss in the area of math and MathXL will be purchased at the Jr/Sr high school. The district will look to apply ESSER III dollars toward an HVAC upgrade at the grade school to provide a safer learning environment; currently there is no make-up air entering the building. Air purifiers were purchased for each classroom this year using the Kansas K-12 Stay Positive Test Negative grant. This grant was also used to fund a nurse's aide to ensure we had health room coverage in both buildings. Additional library materials will be ordered to help students' learning loss in the area of reading. The district will be using ESSER III funds to purchase and train staff in the use of Fastbridge. Fastbridge will be used to monitor student learning and assess social emotional needs. Curriculum from Second Step was purchased for our K-8 students and School Connect was purchased for 9-12 to address students social and emotional needs.

## Families

The ESSER III Funding Survey was sent to all USD 388 Pre-K-12 parents/guardians via our Apptegy communication program. The survey was able to be taken online using a laptop, phone, or other online device. We had 74 parents/guardians responding to the survey. The top ESSER areas indicated by our parents/guardians on the survey were:

- Additional instructional materials and resources (55%)
- Additional personnel and staff support for academic intervention (53%)
- After school tutoring programs (45%)
- Facility upgrades that support student health needs (41%)

These survey results were shared and discussed by the building principals at their April Site Base Council meetings. These councils are made up of parents, business representatives, community leaders, staff members, and students. Good discussion occurred and other ideas were developed.

These survey results were also shared with the board of education at their regularly scheduled May board meeting. The board and administrative staff discussed the best ways to spend our ESSER dollars.

In addition to purchases outlined under student responses, the district has committed ESSER II and III dollars to maintain small class sizes at the grade school in the early elementary years. We will also be using ESSER III dollars for incentive pay for staff. The last few years have been challenging and it is important that we maintain our high-quality staff. We will be using ESSER III funds for our 7-12 summer school program and our afterschool tutoring program during the 22-23 school year.

## School and District Administrators including Special Education Administration

We are a small Western Kansas school district. We have one superintendent and two building principals. We are part of the West Central Kansas Special Education Cooperative which has a director. We have weekly meetings to discuss a variety of topics. This past year we have had numerous meetings where we discuss our ESSER II & III plan. The building principals have been very instrumental in identifying the needs within their buildings and we are in solidarity with our plan. Our special education director has been an active voice for those students who have special education needs. The top priorities discussed by the administrative team this year have been:

- Facility upgrades that support student health needs
- Expanded social and emotional learning and mental health services
- Summer learning programs
- Additional personnel and staff support for academic intervention
- Additional instructional materials and resources

In addition to what was outlined above, the district will be using ESSER III funds to support student social emotional needs by providing another year of Trauma Informed Training for all staff.

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

The Ellis School District operates with weekly Professional Learning Communities. We used this time for building administrators to meet with teachers and school staff regarding our ESSER III plan. The district also uses a district level Curriculum Coordinating Council to manage curriculum decisions, facilitate the KESA process, and plan in-service activities. The superintendent was able to lead a discussion over ESSER III uses and facilitate a discussion on how best to use our funds with this group. These PLC and CCC meetings lead to productive conversation and a chance to develop a solid plan for investing our ESSER dollars. Staff were also given a survey to help get data in regards to their input. We had 27 staff members respond to our online survey. The staff survey results indicated:

- Additional behavioral support and interventions (74%)
- Additional personnel and staff support for academic intervention (52%)
- Facility upgrades that support student health needs (52%)
- After school tutoring programs (44%)
- Summer learning programs (44%)

### **Tribes**

USD 388 has no tribal lands within 50 miles of our district to reach out to. We ran a report from our student information system to see if any of our students/families identify themselves as Native American. We currently have zero students who identify as Native American. Due to these constraints, we were unable to gather data in this area.

### **Civil Rights Organization including Disability Rights Organizations**

The superintendent called the following local civil rights organizations with the request of providing us suggestions on how we could best meet our students needs via an online survey:

- Developmental Services of Northwest Kansas
- Living Independently in Northwest Kansas
- Western Kansas Association of the Concerns of the Disabled

These groups agreed to help with this by completing our survey. The results for this group are as follows:

- Additional behavioral support and interventions (100%)
- After school tutoring programs (75%)
- Additional instructional materials and resources (50%)
- Providing additional technology for student use (50%)
- Expanded social and emotional learning and mental health services (50%)
- Offering additional extra-curricular activities (50%)
- Summer learning programs (50%)

Please refer to activities listed above.

### **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

USD 388 has a very small population of students in each of these categories with the exception of children with disabilities. As outlined above we have had multiple meetings discussing ESSER uses with our special education director and other special education teaching staff through our PLC meetings. These individuals have served as advocates for these students within these conversations. In our survey that was sent to all parents/guardians, we asked them to indicate if they associated their children within one of these groups. We had seven parents return surveys with five marking they had a student with disabilities and two marking they had a student within the foster care system. They provided us the following suggestions:

- Additional personnel and staff support for academic interventions (86%)
- Additional behavioral support and interventions (57%)
- After school tutoring programs (57%)
- Facility upgrades that support student health needs (43%)
- Additional instructional materials and resources (43%)

Please refer to activities listed above.

### **Provide the public the opportunity to provide input and take such input into account**

Our survey was sent out to all parents of students in our Pre-K-12 grade programs, all 7-12 students, all staff members, multiple community organizations, and all board members. In total 206 surveys were completed.

Within these survey results the following students were represented:

- Pre-K Early Childhood (5 responses)
- Elementary Students (40 responses)
- Junior High Students (59 responses)
- High School Students (113 responses)
- Not Applicable (33 responses)

In looking at overall results within our survey, the following top 5 activities were outlined:

- Providing additional technology for student use (45.6%)
- Offering additional extra-curricular activities (41.7%)
- Additional instructional materials and resources (38.3%)
- Facility upgrades that support student health needs (37.9%)
- After school tutoring programs (32.5%)

All this information has been shared with our school board in open meeting. This information is available online through our BoardDocs program and all board discussions are recorded and posted to our USD 388 YouTube Channel.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

Some impacts of COVID-19 are easy to measure while other impacts, such as the emotional piece, are more difficult to track. For USD 388, the student attendance rate fell in the 20-21 school year. The number of students with chronic absenteeism was 10.5% (approximately 35 kids). This means they were absent from both in person and/or remote learning. In a district with a FTE of 350, this number was exceedingly high. Learning and instruction are both impacted when absenteeism numbers are this high. Our chronic absenteeism rate in 19-20 was 8.8% and 7.0% in the 18-19 school year.

There was also significant learning loss with our students since COVID-19 started in March of 2020. State assessment results for the past few years have shown an increase in the percent of students at level 1 with the biggest loss in the area of math. Our overall district math scores for students scoring at level 1 has gone from 19.32% in 18-19 to 22.34% in 20-21. In the area of Students with Disabilities this change is even more drastic. Students with Disabilities scoring at level 1 has gone from 42.85% in 18-19 to 61.53% in 20-21. Students with Disabilities also showed an increase in the number of students scoring at level 1 over these years in both ELA and Science.

We have also seen a drastic increase in the number of students who are failing classes, specifically at the junior and senior high school level over the past three years. Our number of students who failed a course or courses has grown from 4 or 5 per year, to well over a dozen. This had led us to the point where we have implemented a more structured 7-12 summer school program to help these students to gain missed skills and stay on track to graduate with their peers.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

Ellis Jr/Sr high school will again be implementing a four-week summer school program for all students who have fallen behind academically. ESSER III funds will be used to purchase the curriculum and staff for this program. Our junior high students will focus on skill deficits and our high school students will focus on credit recovery. During the 22-23 school year, we will run an after-school program that will provide student tutoring and structured learning time for students who have fallen behind.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

We will continue to utilize the activities listed above and continue to implement new strategies as needed. As new programs are implemented, the district will add to and revise their request for funds. The district will be taking a closer look on how to implement ESSER III funds to improve the fresh air make up at the grade school building.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

USD 388 will monitor student learning through the use of Fastbridge, state assessments, ACT, student success data, graduation rate, and local assessments. Fastbridge will also be utilized to monitor students' social emotional health and Second Step and School Connect will be used to provide social emotional support and education. The district will maintain two full time counselors, one in each attendance center. The district will continue to work with High Plains Mental Health to address the needs of our most needed students.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$419,903	\$0	\$419,903	ESSER III Allocations	\$83,981
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$419,903	\$0	\$419,903	Amount Still Needed	\$83,981
In Review Total	\$139,636	\$0	\$139,636	In Review Total	\$27,770
Amount Left	\$280,267	\$0	\$280,267	Amount Still Needed	\$56,211

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
388-3-0014	Direct	False	1000	644	12	\$26,970	Task Force Review
388-3-0015	Direct	False	1000	110	16	\$63,000	Task Force Review
388-3-0016	Direct	True	1000	110	11A	\$3,000	Task Force Review
388-3-0017	Direct	True	1000	444	11A	\$2,020	Task Force Review
388-3-0018	Direct	True	1000	444	12	\$1,400	Task Force Review
388-3-0019	Direct	False	1000	330	12	\$3,250	Task Force Review
388-3-0020	Direct	False	1000	110	12	\$1,100	Task Force Review
388-3-0021	Direct	False	1000	330	3	\$2,100	Task Force Review
388-3-0023	Direct	False	1000	641	12	\$3,160	Task Force Review
388-3-0024	Direct	False	1000	330	12	\$2,925	Task Force Review
388-3-0025	Direct	True	1000	330	12	\$3,000	Task Force Review
388-3-0026	Direct	True	1000	330	12	\$14,850	Task Force Review
388-3-0027	Direct	False	1000	323	3	\$2,500	Task Force Review
388-3-0028	Direct	True	1000	150	11B	\$3,500	Task Force Review
388-3-0029	Direct	False	1000	323	3	\$3,000	Task Force Review
388-3-0030	Direct	False	1000	444	9	\$3,861	Task Force Review

## Line Item Details

Line Item ID: 388-3-0014

**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**

07

**Function Code**

1000 - Instruction

**Object Code**

644 - Textbooks

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing a new 7-12 math curriculum to help us address learning loss that occurred over the past two years. Our overall district math scores for students scoring at level 1 has gone from 19.32% in 18-19 to 22.34% in 20-21. In the area of Students with Disabilities this change is even more drastic. Students with Disabilities scoring at level 1 has gone from 42.85% in 18-19 to 61.53% in 20-21. We are purchasing Houghton Mifflin Harcourt Intro Math Gr 7-8, Intro Algebra 1, Into Geometry, and Into Algebra II. For each of these we are purchasing digital copies that can be used at home on our student laptops and live online training for staff. In addition we are purchasing Biltzer, Algebra and Trigonometry through Savvas Learning Company.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$26,970
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$26,970</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please clarify the curriculum to be purchased.

Line Item ID: 388-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Finding and keeping quality staff is becoming more and more difficult. The stress of the pandemic has escalated this. To help ensure we keep quality staff incentive pay will be used next year. Each full-time employee will receive \$1000.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$63,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$63,000</u>
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**Status**

Task Force Review

Line Item ID: 388-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will be holding summer school for students 7-12 who have fallen behind academically. These students are all at-risk students and will focus on students from low-income families and children with disabilities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$3,000</u>
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**Status**

Task Force Review

Line Item ID: 388-3-0017

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

444 - Software Services

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We utilize Edgenuity for our 7-12 summer school program. These students are all at-risk students.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$2,020**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$2,020**Status**

Task Force Review

Line Item ID: 388-3-0018

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

444 - Software Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will purchase FastBridge as a tool to measure and address academic learning and social-emotional needs of students created by the COVID pandemic. This will assist us in supporting our students from low-income families and children with disabilities.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,400**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,400**Status**

Task Force Review

Line Item ID: 388-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are bringing in an Fastbridge trainer for our teachers.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$3,250**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$3,250**Status**

Task Force Review

Line Item ID: 388-3-0020

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Teachers will be paid for off duty curriculum work to receive their Fastbridge training.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$1,100**Budgeted Expenditures in SFY 2023** \$0**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$1,100**Status**

Task Force Review

Line Item ID: 388-3-0021

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will be receiving an additional round of Trauma Informed Training for all staff. This will assist us in meeting the academic and social emotional needs of our students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,100
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$2,100

**Status**

Task Force Review

Line Item ID: 388-3-0023

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

641 - Books

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing additional library books to enhance our reading selection. This will give our students who have fallen behind in reading more reading selections to choose from.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,160
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$3,160

**Status**

Task Force Review

Line Item ID: 388-3-0024

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will continue to use Xello in student IPS development. We will utilize Method Test Prep to help student prepare for the ACT. Our ACT composite score fell from 20.8 in 2019 to 19.8 in 2020.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$2,925
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$2,925</u>
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**Status**

Task Force Review

Line Item ID: 388-3-0025

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing a subscription to IXL to assist our K-6 grade students who have fallen behind in Math with special attention give to students from low-income families and children with disabilities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$3,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$3,000</u>
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**Status**

Task Force Review

Line Item ID: 388-3-0026

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

330 - Professional Employee Training and Development Services

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing a subscription to Math XL to assist our 7-12 students who have fallen behind in Math with special attention give to students from low-income families and children with disabilities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$14,850
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$14,850</u>

**Status**

Task Force Review

Line Item ID: 388-3-0027

**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**

07

**Function Code**

1000 - Instruction

**Object Code**

323 - Student Services

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Bill Cordes is a motivational speaker with the catch phrase "YOGOWYPI" (You Only Get Out What You Put In). I feel he would be a great motivational speaker for our students 4th-12th grade for the upcoming school year. Since Covid and the Stay-At-Home order from two years ago, we are seeing more and more students who lack drive and ambition with schoolwork and who truly don't seem to care about school or the big picture after high school. We have the highest number of kids ever who are needing credit recovery to graduate. I am hoping his message will hit home with our students and help them see the importance of trying and the importance of graduating HS.

Bill Cordes' speaking fee is \$2,500.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$2,500
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$2,500</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please separate this into two line items, one for the motivational speaker and the other for the school store.

Line Item ID: 388-3-0028

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

150 - Additional Compensation

**Allowable Use**

11B - Planning and implementing supplemental after-school programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We will be running an after-school program for those students who fall behind academically. Their will be tutors available at this time. We will focus this attention on students from low-income families and children with disabilities.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$3,500
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$3,500</u>
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**Status**

Task Force Review

Line Item ID: 388-3-0029

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

323 - Student Services

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We would like to implement a school store to reward students for making improvements and being successful. Students can earn Railer Bucks by doing well academically, demonstrating positive behavior, etc. We will survey students to see what items they would be most interested in purchasing.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$3,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$3,000</u>
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**Status**

Task Force Review

Line Item ID: 388-3-0030

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

07

**Function Code**

1000 - Instruction

**Object Code**

444 - Software Services

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are purchasing Schoology again as our high school online learning software. When we first went remote, we found that students and parents were confused because each teacher was using their own different program. We researched learning platforms and selected Schoology as our platform. All 7-12 teachers are now using this platform to assist students in their learning and allow students who are quarantined at home to continue with instruction.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$3,861
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,861</u>

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0435

Status

Task Force Review

## KSDE Application Comments

Stakeholder Feedback - 6/10/2022

Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students - Who did you speak to that represented EL and Homeless students outside of district staff and providers?

Toolkit Link - [https://docs.google.com/document/d/1axRNqx\\_atmSXg3WebTBgZ2Aqrcf96SY\\_Zi7y0ycBJTw/edit](https://docs.google.com/document/d/1axRNqx_atmSXg3WebTBgZ2Aqrcf96SY_Zi7y0ycBJTw/edit)

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<u>District</u>	<u>Address</u>	<u>Mail Address</u>
Abilene	213 N. Broadway, Abilene, KS 674100639	Box 639, Abilene, KS 674100639
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Greg Brown	gbrown@abileneschools.org	(785) 263-2630

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Greg Brown	Superintendent	gbrown@abileneschools.org	(785) 263-2630
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Joan Anderson, Board Clerk		janderson@abileneschools.org	
<u>Other District Representative 2 - Name</u>		<u>Other District Representative 2 - E-mail Address</u>	
Dana Sprinkle		dsprinkle@abileneschools.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.abileneschools.org/557402\\_3](https://www.abileneschools.org/557402_3)

## Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

At the time this application is being submitted, the CDC is recommending five days of isolation when a person is positively identified as having COVID, followed by a five-day modified quarantine where the individual will mask in public settings if symptoms are improving.

The administration, teachers and nurses are enforcing the CDC isolation and modified quarantine setting in the Abilene USD #435 system. The data we have collected throughout the pandemic caused us to place a five-day isolation from school if the child were exposed at home. The conversion for these exposures was nearly 50%. This measure was taken to reduce the risk of spread at school.

The district nurse staff has made use of antigen screening for students and staff who have been coming to school under modified quarantine guidelines. We have also extended testing to staff members who are not feeling well because of the local health providers have not been able to conduct testing in a timely manner.

The custodial staff has continued to be vigilant about cleaning rooms and other school spaces with disinfecting products know to effectively kill the COVID virus.

Abilene USD #435 has maintained close contact with the Dickinson County Health Officer and adjusted practices in the schools based on recommendations from the Health Department.

## **Stakeholder Engagement**

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Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### **Students**

Every student who has an Abilene Schools email address was invited to complete the same survey sent to the parents and staff for the USD #435 school community. The students who completed the survey demonstrated a perspective that a bit different from the adults. The students' experiences in the trenches placed a high priority on ensuring the functionality of the computer software, support for current staff and iPad accessibility.

The students agreed with the adult surveys on the three lower priorities. There was essentially NO interest in using ESSER funds to purchase additional personal protective equipment. HVAC upgrades were also not viewed as a high priority, matching the perspectives from the patron and staff surveys.

The students were also in nearly perfect agreement with the patrons and staff with their thoughts about the need for new curriculum. Over 72% of the students placed the need for new curriculum at a 4 or 5 on a Likert scale with "5" as "strongly agree". Over 68% of the placed the need for new curriculum at exactly the same position among the twelve concepts considered.

For clarity purposes, the twelve considerations prioritized by the students who completed the survey are listed below, with the highest priority at the top:

- 1 Using ESSER Funds to Provide Students and teachers with new curriculum designed to help students recover from learning loss due to COVID-19.
- 2 Using ESSER Funds to provide retention incentives for school employees.
- 3 Using ESSER funds to purchase iPads for students should the district be required to return to remote learning.
- 4 Using ESSER funds to employ additional paraprofessionals and/or teacher aides to help students who have fallen behind due to previous remote learning settings.
- 5 Using ESSER funds to purchase new curriculum designed to help students recover from learning loss due to COVID-19.
- 6 Using ESSER funds to provide after-school programing for students who continue to struggle from learning opportunities lost due to COVID-19.
- 7 Using ESSER funds to provide summer school for students who continue to struggle from learning loss.
- 8 Using ESSER funds to ensure the district continues to have three (3) nurses to help with the management and monitoring of sickness among the students and staff.
- 9 Using ESSER funds to provide additional social/emotional resources for students and sta due to the extra stress COVID-19 placed on teaching and learning.
- 10 Using ESSER funds to provide professional development concerning researched-based teaching strategies.
- 11 Using ESSER funds to upgrade HVAC systems to reduce the risk of COVID-19 spread.
- 12 Using ESSER funds to purchase personal protective equipment (gloves, masks, hand-sanitizer, cleaning supplies, etc.)

## **Families**

During the winter break in December of 2021, families were contacted via the district's automated communication system and invited to participate in a survey to provide input regarding setting priorities for spending ESSER III monies. The survey utilized a 5-point Likert scale with "1" defined as strongly disagree and "5" as strongly agree.

A priority "metric" was developed for each spending consideration by subtracting the sum of "1" and "2" rankings from the sum of "4" and "5" rankings. The "metrics" were then totaled from the twelve questions. Each specific metric was then transformed into a percentage of the total of the metrics and applied to the ESSER III Allocation for Abilene USD #435.

The demographics for 386 students represented by the family survey responses were as follows:

- Hispanic – 3%
- Multi-Ethnic – 4%
- White – 94%
- Black or African American/White Biracial – 2%
- American Indian or Alaska Native – 1%
- Asian/White Biracial – 1%

The ethnic representation for the survey was, in most cases, exceeded the ethnic representation of the student population for the district, which is outlined below:

- Hispanic – 6%
- Multi-Ethnic – 1.6%

- Asian/White – 0.2%
- Black or African American/White Biracial – 0.5%
- American Indian or Alaska Native – 0.4%

A priority "metric" was developed for each spending consideration by subtracting the sum of "1" and "2" rankings from the sum of "4" and "5" rankings. The "metrics" were then totaled from the twelve questions. Each specific metric was then transformed into a percentage of the total of the metrics and applied to the ESSER III Allocation for Abilene USD #435.

The outline below is the prioritization table which resulted from the process explained above:

INITIAL SURVEY RESULTS (Patrons): There were twelve areas for spending, each area acceptable for the use of Elementary and Secondary School Emergency Relief Funds. The twelve areas are listed in order of importance from the collective perspectives of the Abilene families.

Additional Paras/Teacher Aides: Metric = 84.4 ([58.1+31.3] - [1.8+3.2])

"1"-1.8% "2"-3.2% "3"-5.5% "4"-31.3% "5"-58.1%

Summer School Programs: Metric = 76.5 ([48.8+32.2] - [2.8+1.8])

"1" - 2.8% "2" - 1.8% "3" - 14.3% "4" - 32.3% "5" - 48.8%

After School Programs: Metric = 75.2 ([52.1+28.6] - [1.4+4.1])

"1" - 1.4% "2" - 4.1% "3" - 13.8% "4" - 28.6% "5" - 52.1%

Nursing Services: Metric = 61.8 ([49.8+22.6] - [2.8+7.8])

"1" - 2.8% "2" - 7.8% "3" - 17.1% "4" - 22.6% "5" - 49.8%

New Curriculum: Metric = 61.3 ([50.2+22.6] - [3.2+8.4])

"1" - 3.2% "2" - 8.3% "3" - 15.7% "4" - 22.6% "5" - 50.2%

Retention Incentives: Metric = 75.2 ([47.5+25.8] - [6.0+7.8])

"1" - 6.0% "2" - 7.8% "3" - 12.9% "4" - 25.8% "5" - 47.5%

Additional Social/Emotional Res.: Metric = 59.4 ([43.3+26.7] - [4.6+6.0])

"1" - 4.6% "2" - 6.0% "3" - 19.4% "4" - 26.7% "5" - 43.3%

Computer Software: Metric = 50.2 ([43.3+21.7] - [5.1+9.7])

"1" - 5.1% "2" - 9.7% "3" - 20.3% "4" - 21.7% "5" - 43.3%

iPads for Remote Learning: Metric = 49.3 ([45.2+20.3] - [8.8+7.2])

"1" - 8.8% "2" - 7.4% "3" - 18.4% "4" - 20.3% "5" - 45.2%

Professional Development: Metric = 38.7 ([34.6+20.3] - [7.4+8.8])

"1" - 7.4% "2" - 8.8% "3" - 29.0% "4" - 20.3% "5" - 34.6%

HVAC Upgrades: Metric = 29.4 ([36.4+18.4] - [12.0+13.4])

"1" - 12.0% "2" - 13.4% "3" - 19.8% "4" - 18.4% "5" - 36.4%

Purchasing PPE: Metric = 28.1 ([32.3+19.8] - [12.9+11.1])

"1" - 12.9% "2" - 11.1% "3" - 24.0% "4" - 19.8% "5" - 32.2%

**School and District Administrators including Special Education Administration**

The Abilene, USD #435 Administrative team meets on a weekly basis for approximately two hours to ensure we are all moving in the same direction regarding instructional leadership and the teaching and learning which is taking place in each of the district's buildings. This team consists of five building principals, two assistant principals, the superintendent, the assistant superintendent and the special education cooperative's coordinator.

The team identified how COVID-19 negatively impacted the teaching and learning from the spring of 2020 through the spring of 2021 and agreed we needed to establish intervention efforts not only during the normal school day, but also through a first-ever summer school program during the summer of 2021. We also initiated additional supports during our after-school program beginning in the fall of the 2021-2022 school year. These efforts are continuing into the summer of 2022 and into the 22-23 school year.

The team has also agreed to expand the after-school program into grades 6 through 12 beginning in the fall of 2022-2023. After extensive discussions between the administration of Abilene Middle School, Abilene High School initiated a support program for our 9th graders, who seemed to suffer the negative impact of COVID-19 more than most of the other groups of students. We have already begun to see a positive return for our commitment to the 9th Grade Carousel program.

The administrative team also collaborated to establish a PK-12 effort to implement the Boys Town Social Skills program because of the increased need to provide students with social-emotional tools designed to enhance the capacity for learning during the day.

Administrators and teacher leaders also discussed how the district needed to adjust the curriculum rotation to place a well-researched literature series AND math in all classrooms, PK-12. The curriculum review in the district began in the fall of 2020 and was completed in the spring of 2022.

Throughout the 2021-2022 school year, Abilene, USD #435 participated in a comprehensive professional development learning series led by the author of Districts on the Move, Jay Westhover and the KS MTSS Leadership team. The professional learning activities have led to a renewed commitment to "leading from the middle" which means ALL instructional leaders (administrators and teachers) work to position themselves at the student-level of understanding the impact of instructional efforts.

**Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

We received 76 responses from our staff members. General Education Teachers, Special Education Teachers, Administrators, Classified Employees, and even some Board of Education members were among the stakeholders who responded to the same questions made available to our district's families (separate survey).

The outline below is the prioritization table which resulted from the staff surveys:

**INITIAL SURVEY RESULTS (Staff):**

Additional Paras/Teacher Aides: Metric = 86.9 ([64.5+23.7] - [0.0+1.3])

"1"-0.0%. "2"-1.3%. "3"-10.5%. "4"-23.7%. "5"-64.5%

Nursing Services: Metric = 79.0 ([72.4+13.2] - [1.3+5.3])

"1" - 1.3% "2" - 5.3% "3" - 7.9% "4" - 13.2% "5" - 72.4%

Retention Incentives: Metric = 77.7 ([69.7+14.5] - [3.9+2.6])

"1" - 3.9% "2" - 2.6% "3" - 9.2% "4" - 14.5% "5" - 69.7%

Summer School Programs: Metric = 72.4 ([55.3+25.0] - [2.6+5.3])

"1" - 2.6% "2" - 5.3% "3" - 11.8% "4" - 25.0% "5" - 55.3%

After School Programs: Metric = 68.5 ([53.9+21.1] - [2.6+3.9])

"1" - 2.6% "2" - 3.9% "3" - 18.4% "4" - 21.1% "5" - 53.9%

Additional Social/Emotional Res.: Metric = 63.2 ([43.4+30.3] - [3.9+6.6])

"1" - 3.9% "2" - 6.6% "3" - 15.8% "4" - 30.3% "5" - 43.4%

New Curriculum: Metric = 60.6 ([43.3+25.0] - [3.9+3.9])

"1" - 3.9% "2" - 3.9% "3" - 23.7% "4" - 25.0% "5" - 43.4%

Computer Software: Metric = 47.4 ([36.8+23.7] - [2.6+10.5])

"1" - 2.6% "2" - 10.5% "3" - 26.3% "4" - 23.7% "5" - 36.8%

HVAC Upgrades: Metric = 44.8 ([38.2+23.7] - [7.9+9.2])

"1" - 7.9% "2" - 9.2% "3" - 21.1% "4" - 23.7% "5" - 38.2%

iPads for Remote Learning: Metric = 32.9 ([31.6+23.7] - [9.2+13.2])

"1" - 9.2% "2" - 13.2% "3" - 22.4% "4" - 23.7% "5" - 31.6%

Professional Development: Metric = 24.9 ([28.9+15.8] - [6.6+13.2])

"1" - 6.6% "2" - 13.2% "3" - 35.5% "4" - 15.8% "5" - 28.9%

Purchasing PPE: Metric = 18.5 ([18.4+30.3] - [11.8+18.4])

"1" - 11.8% "2" - 18.4% "3" - 21.1% "4" - 30.3% "5" - 18.4%

## **Tribes**

Abilene, USD #435, does not have a significant number of Native American or Alaskan Native students. With only five total students belonging to only three families identified as Native Americans, the district office sent a brief survey to these homes to provide an opportunity to voice disagreement with the survey answered by the patrons of the school district at large.

The Native American / Alaskan Native families were asked if they believed there were specific learning challenges faced by their children during the COVID pandemic of the past two years. They were also asked to review the survey data outlined above, to solicit additional opinions related to the results of the survey. All points of input were consistent with the data collected.

## **Civil Rights Organization including Disability Rights Organizations**

The administration from Abilene, USD #435 approached Kansas Action for Children, The Disability Rights Center of Kansas, the St. Francis Foster Care system, El Centro Latino Community Support Program and the Youth on Your Own Program to ensure the goals established by USD #435 were consistent with meeting the needs for students who run the greatest risk of being marginalized. Specifically, we visited with Mr. Lane Williams, Legal Director of Disability Rights for DRC of Kansas, Mr. Todd Alderdice from St. Francis Ministeries (Foster Care), Dr. Kelly Mathers from El Centro (EL Student Needs) and Ms. Marissa Washington from Youth on Their Own (Homeless Students)

A follow-up survey was made available to each of the organizations named above. The results of the survey confirmed the priorities established by the community, staff and student questionnaires.

Abilene Public Schools, USD #435, partners with the Central Kansas Cooperative in Education (CKCIE) and with the Central Kansas Mental Health Center (CKMHC). Collectively, the work we do with these two organizations ensures the physical and emotional needs of ALL children are addressed. Intentional partnership structures are in place between the school district and CKCIE & CKMHC.

The partnership USD #435 has with CKCIE is evidenced at the district level through monthly leadership meetings, weekly administrator meetings which include the CKCIE coordinator and regular informal connections with the special education staff as the superintendent and assistant superintendent regularly visit the Abilene schools.

The district office has also established two different monthly collaboration meetings, where a spirit of cooperation between entities is encouraged. The Abilene Early Childhood Education Coalition meets on the third Thursday each month with representative from CKCIE, USD #435, Abilene Daycare, Parents and Teachers, Heartland Head Start and the OCCK (Occupational Center of Central Kansas). Discussions that occur during these meetings promote inter-agency cooperation which ensures the needs of the youngest learners with disabilities in the Abilene school community are addressed.

The needs of those who are challenged with mental health challenges are addressed by the Mental Health Coalition hosted by Abilene Schools. As a pilot program with the Kansas State Department of Education, USD #435 oversees the work of two Mental Health Liaisons for four different school districts. The liaisons work to connect families who are challenged with mental health issues with therapy services from the Central Kansas Mental Health Center, most of which occur at the schools to reduce loss of instructional time. Cooperation between the CKMHC and other community agencies is reinforced at mental health coalition meetings which are scheduled on the third Friday of each month. Social workers, psychologists, school counselors, and administrators meet with leadership from CKMHC and CKCIE have developed positive relationships where a great deal of support for those who are challenged with mental health issues.

Abilene Public Schools is committed to protecting the civil rights of ALL students and 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 administration from Abilene, USD #435 reached out to the St. Francis Foster Care system, El Centro Latino Community Support Program and the Youth on Your Own Program to ensure the goals established by USD #435 were consistent with meeting the needs for students who run the greatest risk of being marginalized. Mr. Todd Alderdice from St. Francis Ministeries (Foster Care), Dr. Kelly Mathers from El Centro (EL Student Needs) and Ms. Marissa Washington from Youth on Their Own were specifically contacted by with the Superintendent of Schools, Mr. Greg Brown. As mentioned above, the Kansas Action for Children program and The Disability Rights Center of Kansas (Mr. Lane Williams) were contacted to ensure Abilene Schools is considering all possible underserved students with our efforts to shore up learning loss due to the Pandemic.

Also mentioned above, a follow-up survey was made available to each of the organizations named above. The results of the survey confirmed the priorities established by the community, staff and student questionnaires. As outlined previously, Abilene USD #435, works closely with several area agencies to protect the interests of children with disabilities.

Although the number of children who are faced with these issues is relatively low, the district routinely communicates with the Kansas State Department of Education, St. Francis Foster Care Services, and Fort Scott Community College to ensure the interest of English Learners, and children faced with homelessness, foster care, incarceration, and migratory considerations are met.

Routine collaboration occurs between case workers from St. Francis to ensure the needs of students in foster care are met. Abilene USD #435 regularly demonstrates the district will initiate a variety of unique instructional settings to provide these students what they need to progress toward a high school diploma. For example, one 16-year-old student in foster care came to Abilene High School with only one half of one high school credit completed. This same student crossed a behavior line that warranted his receiving a long-term suspension for the rest of the semester (approximately 16 weeks). During the student's long term suspension hearing, the high school administration, district administration, foster parents and alternative high school provided him a one-on-one instructional setting that allowed this very bright child an opportunity to compete several credits through our district's virtual setting at an accelerated pace. This setting has provided him with a realistic possibility to graduate on-time!

The Abilene USD #435 after-school program has been broadened to provide students ALL students, including those who are challenged with learning needs specific to English language learners, migratory living conditions and incarceration with extra teaching and learning support.

### **Provide the public the opportunity to provide input and take such input into account**

Abilene USD #435 Board of Education meetings began live streaming their meetings to maintain transparency with the school community while COVID social distancing was being encouraged. The district found more of our patrons "attended" BOE meetings via the stream than at any other time in the past. With this in mind, the USD #435 Board meetings continue to be live streamed even though social distancing recommendations have been greatly reduced. The superintendent of the Abilene Schools also provides monthly debriefs of each regular board meeting to the staff and the district patrons.

The USD #435 BOE has been provided regular updates about how the ESSER III planning has been progressing since the surveys were initiated. There have been no less than monthly reports sharing how the survey results are being used to implement the various supports to learning and health safety. District and building-level leaders have received informal input which has confirmed the direction the district is heading with regard to using ESSER funds.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

Official poverty rates listed on KSDE Data Central do not tell the full story of the impact of the pandemic related to students in poverty. The official percentages show a decline in the number of students eligible for free/reduced meals. However, the number of Free/Reduced applications or Household Economic Survey submitted decreased by 50 households over the last two years while enrollment numbers decreased by only 11 students. The MealsPlus software includes 68 enrolled students with eligibility in 20-21 & no current information submitted. If the 68 students met the same eligibility, Free/Reduced increased to 50.3% and Free Only increases to 34.5%. Those numbers indicate an increased need over the highest year of 18-19.

2017-2018 48.8%

2018-2019 50.1%

2019-2020 48.3%

2020-2021 47.1%

2021-2022 45.9% --> 50.3% unofficial percentage supported by local data points.

In winter 20, the percentage of students at grade level benchmarks in math & ELA declined in most grades as compared to Fall 20. Trends were identified between the screening data & loss of in-person instructional time at grades K & 1 during the Fall 2020. The school year start was delayed by 12 days, leaving 72 instructional days in the fall semester. Remote learning days ranged between 7 and 17 depending on the building.

K ELA Fall 55% to Winter 32% Math Fall 71% to Winter 50%

1 ELA Fall 19% to Winter 13%. Math Fall 57% to Winter 61%

2 ELA Fall 34% to Winter 38%. Math Fall 38% to Winter 53%

3 ELA Fall 43% to Winter 45%. Math Fall 64% to Winter 65%

4 ELA Fall 50% to Winter 52%. Math Fall 69% to Winter 63%

5. ELA Fall 46% to Winter 43%. Math Fall 44% to Winter 40%

6. ELA Fall 73% to Winter 69%. Math Fall 61% to Winter 53%

7. ELA Fall 75% to Winter 79%. Math Fall 63% to Winter 59%

8. ELA Fall 62% to Winter 61%. Math Fall 61% to Winter 55%

9. ELA Fall 82% to Winter 77%. Math Fall 70% to Winter 56%

10. ELA Fall 90% to Winter 76%. Math Fall 86% to Winter 73%

11. ELA Fall 86% to Winter 81%. Math Fall 76% to Winter 63%

12. ELA Winter 19 95% to Winter 20 69% Math Winter 19 69% to Winter 20 65%

While buildings were open for in-person instruction during all dates in Spring 21, attendance for students & staff was negatively impacted by illness & extensive quarantine dates. Mitigation efforts improved, but students continued to lose out on consistent in-person instruction with their regular instructor. Spring 21 assessment data included relative victories considering the challenges encountered. The percentage of students at benchmark in ELA & math remained low, but some progress was made from Winter 20 to Spring 21.

Student self-ratings on the FastBridge MySAEBRS Screener in Winter 20 also showed a decrease in the percentage of students considered low risk compared to Fall 20 at most grade levels.

2 Fall 65% Winter 69% of students considered low risk.

3 Fall 80% Winter 75% of students

4 Fall 83% Winter 80% of students

5 Fall 76% Winter 73% of students

6 Fall 76% Winter 77% of students

7 Fall 72% Winter 72% of students

8 Fall 81% Winter 71% of students

9 Winter 74% of students

10 Winter 57% of students

11 Winter 73% of students

12 Winter 68% of students

As of December 20, Central Kansas Mental Health Center was providing services to 158 students in Abilene schools. Student referrals continued. As of December 21, 2 full-time counselors were working with 180 students. Need exceeds the capacity of available therapy slots with additional referrals being made.

**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 435 has implemented or will be implementing extended learning opportunities in three areas:

1) In June 21, USD 435 provided a Summer Fun Camp for K-5 students to focus on reading, math and enrichment activities along with social-emotional learning and trauma sensitive practices. Thirty students per grade level were recommended for attendance at the half-day Summer Fun Camp. Transportation was provided to increase attendance. Recommendations were based on the FastBridge Winter data and progress monitoring collected in the spring of 20. Students in 6-8 were provided additional instructional time in reading and math. Students in 9-12 were provided support for credit recovery. Summer school programming will continue across K-12 for Summer 22, Summer 23, and Summer 24 as we continue to support students in their academic growth and social-emotional learning.

2) 21st CCLC Before and After School programming has been available for several years, however, we discovered over the last four months there was a need to expand the current programming. Feedback was gathered from a variety of stakeholder groups and led to a decision to expand Before and After School programming in 22-23 in four areas.

- Add preschool programming
- Expand K-8 programming
- Create 9 student staff positions that provide WBL & address the challenge of a staffing shortage.
- Add high school programming

After School programming includes homework assistance, MTSS small group interventions, social-emotional learning, a variety of enrichment programs provided by community partnerships, and includes family engagement activities and events. All Before and After School programming will be measured by the KS 21st CCLC Performance Goals and Indicators.

3) The Abilene Early Childhood Coalition has been closely monitoring the increases in referrals for screening, special education evaluations, and new IEPs in the 0 – 5-year-old populations within Abilene & Dickinson County over the last two years. Prior to the COVID-19 pandemic there was a shortage in the available slots for 4-year-old preschool. USD 435 added two preschool classrooms in 20-21 and will expand the programming by adding a third preschool classroom in 22-23. Early learning opportunities provide students access to interventions. Preschool programming has five measurable goals tied to the ECBG/KPP Logic Model Template.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

The survey results from both the patrons and the staff were converted to whole numbers by multiplying each metric by 10. For example, the top priority from both the patrons and the staff was "Additional Paras / Teacher Aides", with the patron's metric being 84.4 and the staff metric being 86.9. The metrics were transformed to 844 and 869 respectively. The transformed metrics were then added together. The sum of the two metrics for each of the twelve spending areas considered is provided below:

Additional Paras / Teacher Aides: Patron Metric – 844 + Staff Metric – 869 = 1713  
Summer School Programs: Patron Metric – 765 + Staff Metric – 724 = 1489  
After-School Programs: Patron Metric – 752 + Staff Metric – 685 = 1437  
Nursing Services: Patron Metric – 618 + Staff Metric – 790 = 1408  
New Curriculum: Patron Metric – 613 + Staff Metric – 606 = 1219  
Retention Incentives: Patron Metric – 595 + Staff Metric – 777 = 1372  
Additional Social / Emotional Res.: Patron Metric – 594 + Staff Metric – 632 = 1226  
Computer Software: Patron Metric – 502 + Staff Metric – 474 = 976  
iPads for Remote Learning: Patron Metric – 493 + Staff Metric – 329 = 822  
Professional Development: Patron Metric – 387 + Staff Metric – 249 = 636  
HVAC Upgrades: Patron Metric – 294 + Staff Metric – 448 = 742  
Purchasing PPE: Patron Metric – 281 + Staff Metric – 185 = 466

The district then added each of the above subtotals, for a total of a 13,506 allowing the district to determine a priority spending percentage equal to the percent each subtotal was with respect to the overall total. This priority spending percentage was then applied to the Abilene USD #435 ESSER III allocation.

The outline below provides the details pertaining to the division of the \$1,899,801 ESSER III allocation to Abilene, USD #435

Additional Paras / Teacher Aides:  $1,713/13,506 = 12.68\% ? \$240,956.55$   
Summer School Programs:  $1,489/13,506 = 11.02\% ? \$209,447.93$   
After-School Programs:  $1,437/13,506 = 10.64\% ? \$202,133.42$   
Nursing Services:  $1,408/13,506 = 10.42\% ? \$198,054.18$   
Retention Incentives:  $1,372/13,506 = 10.16\% ? \$192,990.30$   
Additional Social / Emotional Res.:  $1,226/13,506 = 9.08\% ? \$172,453.43$   
New Curriculum:  $1,219/13,506 = 9.03\% ? \$171,468.79$   
Computer Software:  $997 /13,506 = 7.23\% ? \$137,287.56$   
iPads for Remote Learning:  $822/13,506 = 6.09\% ? \$115,625.38$   
HVAC Upgrades:  $742/13,506 = 5.49\% ? \$104,372.30$   
Professional Development:  $636/13,506 = 4.71\% ? \$89,461.98$   
Purchasing PPE:  $466/13,506 = 3.45\% ? \$65,549.18$

**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.**

Teacher leaders will conduct weekly team meetings to ensure academic progress is being made among our students. Those students who have been identified as being disproportionately impacted by the pandemic will be provided with intentional and explicit instructional interventions in small groups or, if warranted, in one-to-one student to teacher ratio settings. Building principals will be part of the team that determines what is needed for each child. District administration will participate in these collaborative sessions no less than once every six weeks to ensure the system is providing evidence-based resources as needed.

Parent-Teacher partnerships will be developed to enhance the student's chances to improve their academic status to at least grade-level performance over time.

The Board of Education will be provided with a learning report, which will outline how the students who were disproportionately impacted by the pandemic are progressing on the path to recovery.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,901,139	\$0	\$1,901,139	ESSER III Allocations	\$380,228
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,901,139	\$0	\$1,901,139	Amount Still Needed	\$380,228
In Review Total	\$1,901,139	\$0	\$1,901,139	In Review Total	\$1,166,382
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
435-3-0001	Direct	True	1000	110	12	\$120,000	Task Force Review
435-3-0002	Direct	True	1000	120	12	\$15,957	Task Force Review
435-3-0003	Direct	True	1000	110	12	\$105,000	Task Force Review
435-3-0004	Direct	True	1000	110	12	\$99,448	Task Force Review
435-3-0005	Direct	True	1000	120	11A	\$110,000	Task Force Review
435-3-0006	Direct	True	1000	110	11B	\$150,000	Task Force Review
435-3-0007	Direct	True	1000	120	11B	\$52,133	Task Force Review
435-3-0008	Direct	False	2100	120	15	\$165,000	Task Force Review
435-3-0009	Direct	False	2100	599	15	\$33,054	Task Force Review
435-3-0010	Direct	True	1000	644	12	\$57,157	Task Force Review
435-3-0011	Direct	True	1000	644	12	\$57,156	Task Force Review
435-3-0012	Direct	True	1000	644	12	\$57,156	Task Force Review
435-3-0013	Direct	False	1000	110	16	\$96,495	Task Force Review
435-3-0014	Direct	False	1000	300	10	\$82,626	Task Force Review
435-3-0015	Direct	False	1000	110	10	\$45,000	Task Force Review
435-3-0016	Direct	False	1000	110	10	\$36,374	Task Force Review
435-3-0017	Direct	False	1000	120	10	\$8,453	Task Force Review
435-3-0018	Direct	True	2600	730	9	\$221,415	Task Force Review
435-3-0019	Direct	False	2600	720	14	\$104,372	Task Force Review
435-3-0020	Direct	True	1000	644	12	\$89,462	Task Force Review
435-3-0021	Direct	False	1000	600	7	\$65,550	Task Force Review
435-3-0022	Direct	True	2600	730	9	\$31,498	Task Force Review
435-3-0023	Direct	False	2000	120	16	\$97,833	Task Force Review

## Line Item Details

Line Item ID: 435-3-0001

**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**

79-1000-110-02-83

**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**

Abilene, USD #435, will use ESSER funds to employ additional teachers throughout the district to provide a lower student to teacher ratio in classrooms where learning loss has been noted. Examples of these positions include, but may not be limited to remedial math and English teachers and full-time licensed teacher assistants.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$10,000
<b>Budgeted Expenditures in SFY 2023</b>	\$55,000
<b>Budgeted Expenditures in SFY 2024</b>	\$55,000
<b>Total Expenditures</b>	<u>\$120,000</u>

**Status**

Task Force Review

Line Item ID: 435-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Aide Salary

**Account Number**

79-1000120-02-87

**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**

Abilene Schools will employ classified employees to assist teachers and students as teacher aides and paraprofessionals. Additional eyeball to eyeball instruction will improve learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,319
<b>Budgeted Expenditures in SFY 2023</b>	\$5,319
<b>Budgeted Expenditures in SFY 2024</b>	\$5,319
<b>Total Expenditures</b>	<u>\$15,957</u>

**Status**

Task Force Review

Line Item ID: 435-3-0003

**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**

79-1000110-02-83

**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**

Abilene Schools will employ certified employees to assist teachers and students as teacher aides and paraprofessionals. Additional eyeball to eyeball instruction will improve learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$52,500
<b>Budgeted Expenditures in SFY 2024</b>	\$52,500
<b>Total Expenditures</b>	<u>\$105,000</u>

**Status**

Task Force Review

Line Item ID: 435-3-0004

**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**

Certified Salaries

**Account Number**

789-1000110-02-83

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Certified teachers will direct summer school programs for students who have been identified as below grade-level. Evidenced-based instruction will improve the learning loss experienced by most, if not all, of these students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$40,000
<b>Budgeted Expenditures in SFY 2023</b>	\$40,000
<b>Budgeted Expenditures in SFY 2024</b>	\$19,448
<b>Total Expenditures</b>	<u>\$99,448</u>

**Status**

Task Force Review

Line Item ID: 435-3-0005

**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 Salaries

**Account Number**

79-1000120-02-84

**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 Teacher Aides will assist certified teachers in our summer school settings to provide explicit instruction designed to repair learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$55,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$55,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$110,000
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**Status**

Task Force Review

Line Item ID: 435-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries

**Account Number**

79-1000110-02-83

**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**

Abilene School will employ certified teachers to provide intervention lessons and specific supports for students in our after-school program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$75,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$75,000
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<b>Total Expenditures</b>	\$150,000
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**Status**

Task Force Review

Line Item ID: 435-3-0007

**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**

Classified Salaries

**Account Number**

79-1000120-02-84

**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**

Teacher aides will be employed to provide one-on-one instruction for struggling learners during the district's after-school program.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$26,066
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<b>Budgeted Expenditures in SFY 2024</b>	\$26,067
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<b>Total Expenditures</b>	<u>\$52,133</u>
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**Status**

Task Force Review

Line Item ID: 435-3-0008

**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**

Nurses Salaries

**Account Number**

79-2100120-02-94

**Function Code**

2100 - Support Services (Students)

**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**

Abilene, USD #435, will provide additional nurse services to screen students and staff as part of a comprehensive effort to prevent the spread of disease in the school environment. The school nurse staff will assist with communication from the district and help families understand various health guidelines.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$55,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$55,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$55,000
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<b>Total Expenditures</b>	<u>\$165,000</u>
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**Status**

Task Force Review

Line Item ID: 435-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Professional Development

**Account Number**

79-2100599-02-00

**Function Code**

2100 - Support Services (Students)

**Object Code**

599 - Other Purchased Services

**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**

Abilene Schools recognizes how the pandemic has presented our school nurse staff has presented extraordinary responsibilities. We believe the nurse staff should be provided with professional learning to enhance nursing skills.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$11,018
<b>Budgeted Expenditures in SFY 2023</b>	\$11,018
<b>Budgeted Expenditures in SFY 2024</b>	\$11,018
<b>Total Expenditures</b>	<u>\$33,054</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

4/20/22: Please provide us with more information on the PD that will be provided for the nurse staff.

Line Item ID: 435-3-0010

**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**

PK-5 Curriculum

**Account Number**

79-1000644-08-00

**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**

Abilene USD #435 has taken intentional efforts to upgrade our PK-12 math and reading core resources with typical funding resources. The ESSER funds will enable the district to purchase intervention and supplemental resources connected to the new curriculum core. The extra resources will be used to correct student learning loss for students in grades PK-5.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$19,053
<b>Budgeted Expenditures in SFY 2023</b>	\$19,052
<b>Budgeted Expenditures in SFY 2024</b>	\$19,052
<b>Total Expenditures</b>	<u>\$57,157</u>

**Status**

Task Force Review

Line Item ID: 435-3-0011

**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**

MS Curriculum

**Account Number**

79-1000644-04-02

**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**

Abilene USD #435 has taken intentional efforts to upgrade our PK-12 math and reading core resources with typical funding resources. The ESSER funds will enable the district to purchase intervention and supplemental resources connected to the new curriculum core. The extra resources will be used to correct student learning loss for students in grades 6-8.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$19,052
<b>Budgeted Expenditures in SFY 2023</b>	\$19,052
<b>Budgeted Expenditures in SFY 2024</b>	\$19,052
<b>Total Expenditures</b>	\$57,156

**Status**

Task Force Review

Line Item ID: 435-3-0012

**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**

HS Curriculum

**Account Number**

79-1000644-03-02

**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**

Abilene USD #435 has taken intentional efforts to upgrade our PK-12 math and reading core resources with typical funding resources. The ESSER funds will enable the district to purchase intervention and supplemental resources connected to the new curriculum core. The extra resources will be used to correct student learning loss for students in grades 9-12.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$19,052
<b>Budgeted Expenditures in SFY 2023</b>	\$19,052
<b>Budgeted Expenditures in SFY 2024</b>	\$19,052
<b>Total Expenditures</b>	\$57,156

**Status**

Task Force Review

Line Item ID: 435-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Certified Salaries

**Account Number**

79-1000110-02-83

**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**

Abilene, USD #435, is blessed to have many teachers who have often sacrificed their own well being to meet the needs of our students. The pandemic has encouraged some teachers to leave the field of education. Using the input we received from stakeholders, we will develop a retention incentive plan for certified staff. Although we will revisit the details through the negotiations process, we are planning to provide a one-time payment of at least \$875.00 to 110 certified personnel who were with the district through the 2021-2022 school year and returned for the 2022-2023 school year. This payment will be provided on September 5th as a supplemental paycheck.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$96,495
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$96,495

**Status**

Task Force Review

Line Item ID: 435-3-0014

**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**

Purchased Services

**Account Number**

79-1000300-02-00

**Function Code**

1000 - Instruction

**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**

Abilene Schools is committed to providing intentional professional learning for all staff to establish a social skills behavior platform designed to teach students PK-12 how to appropriately respond to anxiety, conflict, and other emotional stressors.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$24,000
<b>Budgeted Expenditures in SFY 2023</b>	\$58,626
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	\$82,626

**Status**

Task Force Review

Line Item ID: 435-3-0015

**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**

Professional Employee Training

**Account Number**

79-1000110-02-83

**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**

Abilene, USD #435, will provide training and equipment for teachers to effectively use sensory integration to de-escalate students who are experiencing an emotional breakdown.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$22,500
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<b>Budgeted Expenditures in SFY 2023</b>	\$22,500
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$45,000
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**Status**

Task Force Review

**Line Item Comment from KSDE**

4/20/22: Additional information provided in narrative on the increase number of students with mental health referrals

Line Item ID: 435-3-0016

**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**

Certified Salaries

**Account Number**

79-1000110-02-83

**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**

Abilene Schools will hire an emotional support specialists to assist with students who are struggle to regulate their emotions. This specialist will also work teachers to design practical supports in the instructional environment.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$36,374
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$36,374
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**Status**

Task Force Review

Line Item ID: 435-3-0017

**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**

Classified Payroll

**Account Number**

79-1000120-02-84

**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**

Abilene Schools may hire an emotional support teacher aide to assist with students who are struggle to regulate their emotions. This specialist will also work teachers to design practical supports in the instructional environment.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$8,453
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$8,453</u>

**Status**

Task Force Review

Line Item ID: 435-3-0018

**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**

Equipment

**Account Number**

79-2600730-02-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**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**

When the country was forced to go into widespread remote learning a great deal of attention was given to Internet connectivity available to rural area students, like many of the students we have in Abilene, USD #435. We discovered weaknesses in our school buildings' connectivity. The list below includes transferable equipment, to allow us to live stream lessons during future remote instructional settings. None of these items are permanent fixtures in the buildings. If we were to move to a new building in the future, these items would be unplugged and taken with us.

- Aruba 8360-32Y4C Prt 2 Per 3F2PS Bdl - \$11,148.94 each x 2 = \$22,297.88
- HPE 5Y FC NBD Exch HW Aruba 8360 SVC - \$2,768.87 each x 2 = \$5,537.74
- Aruba X412 1U Universal 2-post RM Kit - \$39.24 each x 2 = \$78.48
- Aruba 25G SFP28 LC LR 10km SMF XCVR - \$1,858.09 each x 4 = \$7,432.36
- Aruba 10G SFP+ LC LR 10km SMF XCVR - \$1,210.09 each x 56 = \$67,765.04
- Aruba 25G SFP28 to SFP28 3m DAC Cable - \$144.14 each x 14 = \$2,017.96
- Aruba 10G SFP+ to SFP+ 3m DAC Cable - \$61.95 each x 6 = \$371.70
- Aruba 6300M 24SFP+ 4SFP56 Swch - \$7,441.85 each x 1 = \$7,441.85
- Aruba 5Y FC NBD Exch HW 6300M 24SFP SVC - \$874.84 each x 1 = \$874.84
- Aruba X371 12VDC 250W PS - \$243.26 each x 2 = \$486.52
- Aruba 10G SFP+ LC SR 300m MMF XCVR - \$429.52 each x 2 = \$859.04
- Aruba 6200F 48G CL4 4SFP+740W Swch - \$3,076.44 each x 27 = \$83,063.88
- Aruba Central 62/29xx F 5y E-STU - \$615.37 each x 26 = \$15,999.62
- Aruba Central 63/38xx F 5y E-STU - \$966.42 each x 1 = \$966.42
- Aruba Central 8xxx F 5y E-STU - \$2,721.67 each x 2 = \$5,443.34
- Aruba 100G QSFP28 to QSFP28 1m DAC Cable - \$194.11 each x 2 = \$388.22
- Aruba 10G SFP+ to SFP+ 1m DAC Cable - \$43.36 each x 9 = \$390.24

---Total for Above Infrastructure = \$221,415.13

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$221,415
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$221,415</u>

**Status**

Task Force Review

**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)  
Please move the last paragraph of this line item to a new line item.

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Building Equipment (HVAC)

**Account Number**

79-2600720-02-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

720 - Buildings (Existing Buildings)

**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**

Abilene Schools has already begun to work with TRANE to evaluate indoor air quality. The district will install upgraded equipment to reduce possible transmission of disease.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$104,372
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$104,372</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 435-3-0020

**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**

Instructional Support, Professional Dev.

**Account Number**

79-1000644-02-00

**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**

Abilene Schools will promote professional learning for teachers to enhance instructional techniques aligned with research-based curriculum with the goal lessen the negative effect the pandemic had on teaching and learning.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,000
<b>Budgeted Expenditures in SFY 2023</b>	\$42,231
<b>Budgeted Expenditures in SFY 2024</b>	\$42,231
<b>Total Expenditures</b>	<u>\$89,462</u>

**Status**

Task Force Review

Line Item ID: 435-3-0021

**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**

Supplies

**Account Number**

79-1000600-02-00

**Function Code**

1000 - Instruction

**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**

Abilene Schools will continue to provide personal protective equipment and effective cleaning supplies for staff as they respond to student health considerations.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$21,850
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<b>Budgeted Expenditures in SFY 2023</b>	\$21,850
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<b>Budgeted Expenditures in SFY 2024</b>	\$21,850
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<b>Total Expenditures</b>	\$65,550
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**Status**

Task Force Review

Line Item ID: 435-3-0022

**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**

Computer Software

**Account Number**

79-2600730-02-01

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**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**

Abilene, USD #435 also purchase a new core reading curriculum (Open Court) for grades K-5. The expense below covers approximately 75% of the cost of the K-1 computer software for primary reading intervention. K-1 Additional Skills Kit & MTSS Intervention Resources for OPEN COURT Reading - \$31,497.87

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$31,498
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$31,498
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**Status**

Task Force Review

Line Item ID: 435-3-0023

**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**

Classified Salaries

**Account Number**

79-2000120-02-00

**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**

Retention incentive for classified employees who have continued to remain with Abilene throughout the trying times of the COVID Pandemic. We are planning to provide a one-time payment of at least \$875.00 to 112 classified personnel who were with the district through the 2021-2022 school year and returned for the 2022-2023 school year. This payment will be provided on September 5th as a supplemental paycheck.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$97,833
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$97,833</u>

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0483

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>
Kismet-Plains	17222 Mustang Drive, Kismet, KS 678599712	P.O. Box 760, Plains, KS 678690760
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Dan Frisby	dfrisby@usd483.net	(620) 563-7103

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Melinda Justice	Board Clerk	mjustice@usd483.net	(620) 563-7102

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[http://www.usd483.net/uploads/5/1/7/3/51732291/usd\\_483\\_plan\\_for\\_safe\\_return\\_and\\_continuity\\_of\\_services\\_for\\_2021-2022.pdf](http://www.usd483.net/uploads/5/1/7/3/51732291/usd_483_plan_for_safe_return_and_continuity_of_services_for_2021-2022.pdf)

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

Our district plans to improve the HVAC systems at both our elementary schools. This will improve air quality quality and air flow in both buildings, as well as provide continuous airflow throughout the day. The existing HVAC units do not allow for continual air flow and are very outdated. New units will not only improve air quality and air flow, but also help mitigate the spread of COVID-19 in our elementary buildings. This is an allowable expense under ESSER criteria guideline fourteen (14). This construction and capital expenditure application for this project was approved on December 2, 2021.

## 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 all students in grades eighth through twelfth. The survey asked students to prioritize district needs and help set priorities on how ESSER III funds should be spent. The survey asked students to rank or prioritize items based upon their view. Options or choices ranged from technology needs or improvement to teacher training/professional development, as well as facility needs/updates and student academic and social emotional needs/support. The district received feedback from 48% of the students surveyed. Survey results indicated that student's number one priority is facility updates. We have included this need in our ESSER III plan by addressing and replacing the HVAC systems at our elementary school buildings.

## **Families**

The district sent out a similar survey to all parents and guardians in the district, asking them to place priority on district needs and help set priorities on the spending of ESSER III funds. The district received responses from 57% of parents surveyed. The district also visited with our school board and site council to gain feedback and hear suggestions or recommendations. We have also engaged our KESA building and district leadership teams. Based on this feedback, the district learned that facility updates and needs, teacher training and professional development and technology updates and needs were priorities. You have seen this in our previous ESSER II plan and continue to see these items included in our ESSER III plan.

## **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 administrators 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) Elementary HVAC systems, 2) Improvement to parts of our elementary curriculums and 3) continuation of academic programs that help mitigate potential learning loss.

## **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.

## **Tribes**

In a review of our student information system, we identified three students who reported as members of a tribe or American Indian. Ironically, these three students belonged to the same family. 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 they did not have any specific feedback or concern on this and complimented the district on how they currently spend funds. The district has reached out the Office of the Kansas Native American Tribes and was not successful in receiving a response. The district then reached out to the Governor's office in Topeka, in an effort obtain other possible contacts. The district did not receive a response.

## **Civil Rights Organization including Disability Rights Organizations**

We reached out 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 the Kansas NAACP, Hutchinson branch. The district received a response and has included the recommendation of more tutoring into the plan. They include: 1) Continue Wednesday school tutoring, 2) Create a credit recovery program for high school students and 3) purchase evidence based materials that better supports our elementary 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 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, Kansas. 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 Fort Scott Community College to gain more information on better supports that can be offered. The district did receive feedback regarding supports for 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 the Wednesday school tutoring program.

### **Provide the public the opportunity to provide input and take such input into account**

The district extended a survey to our local communities. The survey was sent out to all parents/guardians and students in grades 8th-12th. The survey seemed to be well received, but responses were more limited than we expected. In analyzing the responses it was clear communities priorities were technology updates, teacher training/support and facility updates/needs. We have included these items in our ESSER III plan. Unfortunately, our community resources/organizations are extremely limited. Our three communities are very small and do not have an organized Chamber of Commerce or civics clubs. A fair portion of our responses did come from parents or BOE members others that work for or represent a local business in our area. Examples would include, but are not limited to a local construction company, a city hall employee and a county commissioner.

### **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 483 has seen a significant increase social-emotional issues for both students and staff. A staff survey was sent out in 20-21. Survey results indicated that 65% of teachers feel that students are academically behind. 44% of teachers felt the academic loss was significant, while 34% felt the loss was normal and 7% felt the academic loss low. They further responded that the academic issues are seen slightly more than the social-emotional concerns. The indicated that the majority of emotional issues are immature behavior, poor self management, lack of social awareness and motivation. Other staff indicated that students have become more anxious, stressed and lacked proper coping skills. We have seen an increase of crises in families. Examples are; two student suicide attempts, 1 student ran away from home, 10 our elementary students lost a parent to COVID-19, 3 students were the victims of sexual abuse, DCF referrals increased and 6 students had either a father or mother leave their family. The district has seen an increase in families relocating. At the beginning of the pandemic, our district enrollment was 615. Today our enrollment is 588.

**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 Wednesday School at the junior-senior high 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 would be used to pay the teacher(s) as they teach and support students. Funds would be further used to purchase evidence based materials and programs and STEM instructional materials for elementary students. The district plans to purchase WONDERS Reading/ELA materials, SAVVAS math and science materials, as well as the Letters Alive (ELA) program for preK and kindergarten students and the Vocabulary A-Z program. The SAVVAS materials would complement, build upon and extend the materials that are currently being used in our junior high building with sixth grade students. These materials would help our district improve content alignment and enable our younger students to be better prepared, recognize and better understand consistent math and science ideas/concepts when they become sixth graders. These programs are proven to be effective based on evidence based research. The various research studies show that students experience consistently greater academic gains than students that do not use the programs. Letters Alive research shows that pre-K and kindergarten students strongly supports and improves the acquiring of an awareness of letters in the alphabet, learning specific sounds related to letters, understanding that letters are the building blocks of words and that words form sentences and recognizing pre-K and kindergarten sight words. Data reveals that students showed a stronger awareness, learning of letter naming, letter sounds and letter fluency than students that either did not utilize the program or used a different program. SAVVAS science and math materials 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 materials specifically addresses Tier 1, 2 and 3 interventions. Tiered interventions is one area 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 learning loss. This researched based intervention program supports/reinforces math, language literacy, dyslexia and is structured to best support ESOL students. The district would purchase chromebooks for students in an effort to reduce the spread of COVID-19. The use of ESSER III learning loss funds would allow the district to purchase 200 DELL chromebooks and chargers which would provide new chromebooks for students as part of the district rotation. The district will also purchase computers and equipment to create an at-risk student computer lab. This lab will be used in conjunction with the computer science program. It will service students that are not currently "connected" with school, and as a result are considered to be "at risk" of being successful academically and graduating from high school. This lab will be used both during the school day for learning and also as part of an after school program. It will provide students a place to work, learn, play and connect with other students through the use of computers and technology.

**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 Wednesday school program for junior and senior high students. This programs incorporates peer mentoring, academic support from staff and periodically feeds students as well. This program promotes and provides academic support, mental health support and social/emotional support (our counselors help) for all students in attendance. All students are encouraged and welcome to attend. This upcoming Fall, we will bring in a certified student counselor, from COMPASS mental health support, to meet with and train our teachers and staff 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 monitor the number of students that are recommended to attend Wednesday school, as well as their grades. We will further monitor the number of students that are engaged in school clubs and programs.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$1,323,828	\$0	\$1,323,828	ESSER III Allocations	\$264,766
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$1,323,828	\$0	\$1,323,828	Amount Still Needed	\$264,766
In Review Total	\$1,188,790	\$0	\$1,188,790	In Review Total	\$129,729
Amount Left	\$135,038	\$0	\$135,038	Amount Still Needed	\$135,037

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
483-3-0003	Direct	True	1000	600	12	\$16,845	Task Force Review
483-3-0004	Direct	True	1000	600	12	\$20,619	Task Force Review
483-3-0005	Direct	True	1000	650	9	\$10,360	Task Force Review
483-3-0006	Direct	True	1000	600	12	\$35,307	Task Force Review
483-3-0007	Direct	True	1000	100	11B	\$13,450	Task Force Review
483-3-0008	Direct	True	1000	110	11A	\$1,000	Task Force Review
483-3-0009	Direct	False	2600	700	13	\$423,624	Task Force Review
483-3-0010	Direct	False	2600	700	13	\$635,437	Task Force Review
483-3-0011	Direct	True	1000	610	12	\$3,255	Task Force Review
483-3-0013	Direct	True	1000	610	9	\$28,000	Task Force Review
483-3-0014	Direct	True	1000	600	9	\$115	Task Force Review
483-3-0015	Direct	True	1000	610	12	\$27	Task Force Review
483-3-0016	Direct	True	1000	610	4	\$39	Task Force Review
483-3-0017	Direct	True	1000	610	9	\$85	Task Force Review
483-3-0018	Direct	True	1000	610	9	\$610	Task Force Review
483-3-0019	Direct	True	1000	610	12	\$17	Task Force Review

## Line Item Details

Line Item ID: 483-3-0003

**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**

Student Materials Revolve/Textbook

**Account Number**

36550

**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**

Funds will be used to purchase the SAVVAS elementary math interventions materials that will be geared to our ESOL population. These materials are researched based.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$16,845
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$16,845</u>
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**Status**

Task Force Review

Line Item ID: 483-3-0004

**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**

Student Materials/Revolving/Textbooks

**Account Number**

36550

**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**

SAVVAS science intervention materials are researched based and will be geared for our ESOL students, as well as other groups that have had a learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$20,619
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$20,619</u>
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**Status**

Task Force Review

Line Item ID: 483-3-0005

**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**

Student Materials Revolving/Textbooks

**Account Number**

36600

**Function Code**

1000 - Instruction

**Object Code**

650 - Supplies-Technology Related

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The Letters Alive program is a research based program that improves letter recognition and phonemic awareness for kindergarten and PreK students. This program is designed to accelerate learning and letter recognition, as well as phonemic knowledge. The program will be used to help close the learning gap for younger students involved in our EL program, as well as other subgroups.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$10,360
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$10,360</u>

**Status**

Task Force Review

Line Item ID: 483-3-0006

**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**

Student Materials Revolving/Textbooks

**Account Number**

36550

**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**

The WONDERS Reading/ELA materials are a researched based materials that have been identified to help second language students close the learning gap and address learning loss. The majority of our student population is comprised of ESL students. Our school leaders feel these materials will not only address learning loss, but also specifically better help our ESL student population.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$35,307
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$35,307</u>

**Status**

Task Force Review

Line Item ID: 483-3-0007

**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**

Teacher Salary

**Account Number**

12000

**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**

Funds will be used to pay teachers that support and teach students in our Wednesday School program. On average, there are 8-12 teachers and 35-40 students that attend Wednesday school each week. This weekly program provides academic, social-emotional and mentoring for students. It has helped our schools to close the learning gap that was created by the COVID-19 pandemic, as well as keep students on track and avoid at-risk behaviors. These funds would fund the program for the 22-23 school year and through September of 2024. This program is geared to help our EL students as well as other underserved groups that have been most impacted by the COVID-19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$13,450
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$13,450</u>

**Status**

Task Force Review

Line Item ID: 483-3-0008

**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**

Teacher Salary

**Account Number**

12000

**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**

Funds will be used to establish an end of the year credit recovery program for high school students. Funds would pay the teacher or teachers that would teach and support students, as they work to recover credits. This program is designed to allow students to regain enough credits to prevent failure, as well as keep them on track to graduate. We anticipate that on average the program would require 1-2 teachers and would involve 3-5 students. This would focus on those students in our homeless, Migrant and ESOL populations that have fallen behind due to the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$1,000</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

How many staff and how many students do you anticipate would utilize this program.

Line Item ID: 483-3-0009

**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**

22450 - PES

**Account Number**

2600

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

700 - PROPERTY

**Allowable Use**

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Replace HVAC units at Plains elementary with new units that provide cleaner air and continuous air flow. This is being done in an effort to mitigate the spread of the COVID virus, as well as improve the health of our students and staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$423,624
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$423,624</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if CDC guidelines are met. Capital Improvement documentation required.

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

Capital Outlay - KES

**Account Number**

22500

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

700 - PROPERTY

**Allowable Use**

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Replace HVAC units at Kismet elementary with new units that provide cleaner air and continuous air flow. This is being done in an effort to mitigate the spread of the COVID virus, as well as improve the health of our students and staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$635,437
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$635,437</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 483-3-0011

**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**

Special Education

**Account Number**

29750

**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**

These three Lightspeed Technologies units will be used to not only address learning loss, but also current learning. They will be used to allow hearing impaired students to hear the instructor, which will in turn help them to better understand the instructor and the content to improve learning, as well as positively impact grades and test scores. This would focus on those special education students that are on an IEP for significant hearing loss or hearing impaired.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$3,255
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$3,255</u>

**Status**

Task Force Review

Line Item ID: 483-3-0013

**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**

At Risk

**Account Number**

13610

**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**

The Imagine Learning math and literacy program is researched based and proven to be a solid intervention to support. This would focus on those students in our ESOL, Migrant, Special Education and Homeless populations that have fallen behind due to the pandemic. This program would allow us to continue to close the learning gap for our students.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$28,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$28,000</u>

**Status**

Task Force Review

Line Item ID: 483-3-0014

**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**

At Risk

**Account Number**

13610

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

The Vocabulary A-Z program is research based and has shown to improve language acquisition during early childhood education. This program would allow us to continue to close the learning gap for our students. This would focus on students in our Migrant, At Risk and ESOL populations.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$115
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$115</u>

**Status**

Task Force Review

Line Item ID: 483-3-0015

**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**

Teaching Supplies

**Account Number**

12600

**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 STEM building block set would be used by elementary students in an effort to decrease learning loss, as well as foster thinking, problem solving and creativity. This will be used to address learning loss for out at-risk, ESOL and special education students who have been affected by the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$27
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$27</u>

**Status**

Task Force Review

Line Item ID: 483-3-0016

**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**

Teaching Supplies

**Account Number**

12600

**Function Code**

1000 - Instruction

**Object Code**

610 - General Supplies and Materials

**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This STEM building block set would be used by elementary students in an effort to decrease learning loss, as well as foster thinking, problem solving and creativity. This will be used to address learning loss for our ESOL, At-Risk students and Special Education students that have been affected by the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$39
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$39</u>

**Status**

Task Force Review

Line Item ID: 483-3-0017

**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**

Teaching Supplies

**Account Number**

12600

**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**

The STEM TTS Bee-Bot is programmable and would be used by elementary students in an effort to decrease learning loss, as well as foster thinking, problem solving and creativity, as well as foster thinking, problem solving and creativity. This would be used to address learning loss for our At-Risk, ESOL and special education students who have been affected by the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$85
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$85</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Line Item ID: 483-3-0018

**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**

Teaching Supplies

**Account Number**

12600

**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**

This STEM TTS Bee Bot Programmable Floor Robot starter set would be used by elementary students in an effort to decrease learning loss, as well as foster thinking, problem solving and creativity. This will be used to address learning loss for our at-risk, ESOL and special education students who have been affected by the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$610
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$610</u>

**Status**

Task Force Review

Line Item ID: 483-3-0019

**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**

Teaching Supplies

**Account Number**

12600

**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 STEM building block set would be used by elementary students in an effort to decrease learning loss for those students affected by the pandemic. It would further foster thinking, problem solving and creativity for our special education and ESOL students, as well as foster thinking, problem solving and creativity.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$17
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$17</u>

**Status**

Task Force Review



# ESSER III APPLICATION FOR D0491

**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>
Eudora	1310 Winchester Road, Eudora, KS 660250500	Box 500, Eudora, KS 660250500
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Stuart Moeckel	stumoeckel@eudoraschools.org	(785) 542-4910

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Jason Oehlert	Finance Director	jasonoehlert@eudoraschools.org	(785) 542-4908

## 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.eudoraschools.org/domain/560>

## Use of Funds for CDC Guidance

**How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?**

We have hired two additional nurse aides. This provides a nurse's aide in each of our school buildings. Between supporting testing, communicating with parents and staff regarding quarantines, checking symptoms and contact tracing the nurse's aides are critical to keeping our buildings open. 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. 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, we hosted a focus group with Junior High and High School students to determine their highest levels of need for pandemic-related instruction and support. The following supports received the most interest from our students:

- Funding for Health Aides at each building and additional hours to support the District Nurse
- Online and In-Person Tutoring
- \*PPE and Sanitation Supplies

## **Families**

We have worked closely with our families in developing our ESSER support plan. During focus group conversations that engaged our parents/families, it was clear that parents are most interested in seeing the following items as part of our ESSER plan:

- Student Success Teachers at all schools
- An Additional Social Worker
- \*Funding for Health Aides at each building and additional hours to support the District Nurse

## **School and District Administrators including Special Education Administration**

Our administrative team has met regularly to review the needs of our student and staff populations both at the building and district levels. These meetings have included a review of data from our various special population groups.

## **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

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 inclusion of the following items in our ESSER III plan:

- High School Credit Recovery
- Online and In-Person Tutoring
- Curriculum subscriptions/materials to support gaps in reading/math
- Student Success Teachers
- An Additional Social Worker
- Funding for Health Aides at each building and additional hours to support the District Nurse

## **Tribes**

Based on the Tribal Leaders Directory, USD 491 does not have any federally- or state-recognized tribes within our boundaries but has several families that qualify. The USD497 NASS Coordinator confirmed this information. We did reach out to our families in the form of a needs survey to fill out. We gathered the data about meeting students' needs in the classroom and the need for more SEL learning. We then used that in informing our admin team when we brainstormed practical uses for ESSER III funds.

## **Civil Rights Organization including Disability Rights Organizations**

We reached out to the Kansas Action for Children, a civil rights organization, to seek feedback regarding suggestions to best meet the needs of students as it relates to their civil rights. The KAC representative was interested in support related to the physical infrastructure of schools, teacher retention, student nutrition, and technology to support virtual governance.

## **Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

We have worked closely with our students and representatives of the subgroup populations in our school district in developing our ESSER support plan. We have conducted focus group 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:

- Online and In-Person Tutoring
- Student Success Teachers
- An Additional Social Worker
- Funding for Health Aides at each building and additional hours to support the District Nurse

## **Provide the public the opportunity to provide input and take such input into account**

As we did with ESSER II the plan for ESSER III was presented publicly at a special school board meeting and was posted publicly in several different places where the public could see the plan. At that meeting and following meetings patrons provided input about what they liked and didn't like about the plan.

District administration and building administration collaborated on identifying specific stakeholders to invite to our stakeholder meetings. Stakeholders were chosen on their representation of the different groups within our district. Each potential stakeholder was emailed individually with an explanation of what ESSER III is, what our process would be and a request for them to help us and All stakeholders were invited to different zoom meetings and were asked to rsvp so we could determine that we were maintaining representation. Those that declined were replaced by inviting another stakeholder that represented the same group. Several options were provided to the stakeholders to attend a zoom meeting in order to make the meetings convenient. Students were chosen by the building administrators and parental permission was obtained so we could meet with them face to face and obtain their input on possible proposals. KSDE provided several options for civil rights organizations that we could contact and ask for input. We met with the Director of the Kansas Action for Children and presented to him though zoom.

## **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 491 has approximately 1,700 students PreK-12 enrolled in the 4 attendance centers across the district. These students left for Spring Break on March 15, 2020, and did not return to finish the 2019-20 school year in person. While students had educational opportunities through remote learning, this did not meet the needs of all students. The 2021-22 school year started on time but has had its own challenges with both students and staff being sick and/or out on quarantine contributing to low attendance rates, chronic absenteeism, learning loss, and disengagement. Our Fall academic screening data from Aimsweb indicated that 78% of students were on track (at grade level) in Reading; with 14% as some risk and 8% as a high risk. Similarly, in Math our Fall Aimsweb screening data revealed 79% of students on track (at grade level), 10% showing some risk, and 11% high risk. Looking at these data closer indicates that our biggest gap in reading is in 1st grade (~103 students), with only 41% of students considered to be on track, and 3rd grade (~95 students), with only 54% of students considered to be on track.

**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 funds will address the academic impact of lost instructional time by utilizing our Student Success Teachers to implement Tiered Systems of Support within each building. In addition, curriculum materials aligned with the Science of Reading practices are being purchased to address learning loss. In-person and online tutoring 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 high school program to support credit recovery opportunities to keep students on track to graduate with their cohort class.

**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.

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

The impact of ESSER II 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 increases in our graduation rate.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation
ESSER III Allocations	\$1,292,177	\$0	\$1,292,177
Approved Total	\$0	\$0	\$0
Amount Left	\$1,292,177	\$0	\$1,292,177
In Review Total	\$1,077,177	\$0	\$1,077,177
Amount Left	\$215,000	\$0	\$215,000

	20% Minimum
ESSER III Allocations	\$258,436
Approved Total	\$0
Amount Still Needed	\$258,436
In Review Total	\$552,000
Amount Still Needed	\$0

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
491-3-0001	Direct	True	2100	100	10	\$300,000	Task Force Review
491-3-0002	Direct	False	2100	300	12	\$24,177	Task Force Review
491-3-0003	Direct	True	2300	300	9	\$7,000	Task Force Review
491-3-0006	Direct	False	1000	100	16	\$276,000	Task Force Review
491-3-0010	Direct	True	2100	600	4	\$45,000	Task Force Review
491-3-0011	Direct	True	1000	100	10	\$60,000	Task Force Review
491-3-0012	Direct	False	2200	500	10	\$50,000	Task Force Review
491-3-0013	Direct	False	2400	500	10	\$20,000	Task Force Review
491-3-0014	Direct	True	2100	500	11A	\$40,000	Task Force Review
491-3-0015	Direct	True	1000	100	11A	\$100,000	Task Force Review
491-3-0016	Direct	False	2100	100	3	\$35,000	Task Force Review
491-3-0017	Direct	False	2100	100	10	\$120,000	Task Force Review

## Line Item Details

Line Item ID: 491-3-0001

**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**

EIII Mental Health

**Account Number**

99810

**Function Code**

2100 - Support Services (Students)

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This will fund 2 total Wrap Workers with a partnership with Bert Nash of Lawrence to support mental health services and support for our 1700 students in the district. This item impacts students recognized and identified as having mental health issues or social-emotional issues, out of a pool of 1700 students. Obviously, with covid 19 and its impact, these funds and additional workers were meant to target those students most impacted by the pandemic. Students from low SES households, ELL learners, and smaller subgroups will be the beneficiaries of these additional employees.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$150,000
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<b>Budgeted Expenditures in SFY 2023</b>	\$150,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$300,000
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**Status**

Task Force Review

Line Item ID: 491-3-0002

**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**

EIII Professional Development

**Account Number**

99820

**Function Code**

2100 - Support Services (Students)

**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**

Trauma Informed Professional Development

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$24,177
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$24,177
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**Status**

Task Force Review

Line Item ID: 491-3-0003

**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**

EIII Technology/Software

**Account Number**

9983

**Function Code**

2300 - Support Services (General Administration)

**Object Code**

300 - PURCHASED PROFESSIONAL AND TECHNICAL SERVICES

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are using EmpowerU as a resource in our newly created Class or EMS. Students in this class get extra target interventions bound to their regular math and reading class. Empower U provides counseling and skill-building for students who need their 2 interventions to help move towards tier-one class and skills.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$7,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

This line item may be allowable under the 80% but does not qualify as part of the 20% Learning Loss. Please provide more detail.

Line Item ID: 491-3-0006

**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**

EIII Premium Pay

**Account Number**

99800

**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**

Certified Staff- certified/licensed staff will be compensated an additional hour each week based on the school calendar, which equates to 40 weeks or an additional 40 hours, considered "premium pay". Based on the USD #491 supplemental salary schedule of the Negotiated agreement teachers will receive an additional \$33.89 for Curriculum work outside normal contract duty day, or MS + Row 10. Each certified staff member will receive a one time payment of \$1355.60 on or before November 15th as supplemental payroll. All deductions will be taken out of this one time check to meet federal and state payroll taxes.

Classified Staff- Non exempt hourly employees will receive an additional \$.50 per budgeted hour as reflected in their current work agreement, for the number of days in the current school calendar. Each classified staff member will receive a one time premium payment. For example, An 8 hour a day employee will receive \$ 728.00 on or before November 15th as supplemental payroll.. All deductions will be taken out of this one time check to meet federal and state payroll taxes.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$276,000
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$276,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Please provide a breakdown of staff pay.

Line Item ID: 491-3-0010

**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**

EIII Technology/Software

**Account Number**

99830

**Function Code**

2100 - Support Services (Students)

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

This is a summer reading program from K-12 that meet weekly in a local park to discuss and follow up on reading goals and skill building each week. Helps to increase reading ability and stop the summer slump. Has approximately 371 student participants from vulnerable.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$15,000
<b>Budgeted Expenditures in SFY 2023</b>	\$15,000
<b>Budgeted Expenditures in SFY 2024</b>	\$15,000
<b>Total Expenditures</b>	\$45,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

5/25 Per Applicant: This money pays for books, staff salary, delivery of books (mileage reimbursement), and other student supplies.

Please break this line item into separate lines for each expenditure.

Because this is marked to target learning loss, please provide a description of the program and how it will target learning deficits specifically related to vulnerable populations most impacted by Covid 19 disruptions.

Line Item ID: 491-3-0011

**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**

EIII Personal Services

**Account Number**

99850

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Student Support Specialist pilot at Middle School. We are using EmpowerU as a resource in our newly created Class or EMS. Students in this class get extra target interventions bound to their regular math and reading class. Empower U provides counseling and skill-building for students who need their 2 interventions to help move towards tier-one class and skills. This will fund the certified personnel to lead the class for two years.

These staff members work to meet the needs of students identified as their 2 in social-emotional and academic support. this is an additional offering for students to meet learning loss and help provide opportunities for differentiation of instruction beyond the regular classroom.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$30,000
<b>Budgeted Expenditures in SFY 2023</b>	\$30,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$60,000</u>

**Status**

Task Force Review

Line Item ID: 491-3-0012

**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**

EIII Personal Services

**Account Number**

99850

**Function Code**

2200 - Support Services (Instructional Staff)

**Object Code**

500 - OTHER PURCHASED 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**

Mental Health Support/Counseling for Staff.

We hosted a conference for all employees in the district to help provide mental health ideas, learning opportunities, and support. I want to attach the flyer so that you can see it but would be willing to visit with anyone who questions this great conference and its impact on our staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$50,000</u>

**Status**

Task Force Review

Line Item ID: 491-3-0013

**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**

EIII Personal Services

**Account Number**

99850

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

500 - OTHER PURCHASED 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**

Professional Development of staff regarding self-care and mental health and wellness offered January In-Service for 300 staff members.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$20,000
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$20,000</u>
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**Status**

Task Force Review

**Line Item Comment from KSDE**

5/25 Per Applicant: This is a reimbursement for Dream Big conference held in January 2022. Conference was a professional development with multiple speakers to provide support for staff regarding mental health related to educating students in underserved populations.

Please describe supports provided

Line Item ID: 491-3-0014

**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**

EIII Summer Enrichment

**Account Number**

99860

**Function Code**

2100 - Support Services (Students)

**Object Code**

500 - OTHER PURCHASED SERVICES

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

We are using this as funding for our Summer Academy (Summer School) for k-8 students. We currently have over 400 students signed up and this will help address learning loss as our teachers work with students Monday through Thursday in math and reading as well as other engaging and exciting topics.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$20,000
<b>Budgeted Expenditures in SFY 2024</b>	\$20,000
<b>Total Expenditures</b>	\$40,000

**Status**

Task Force Review

**Line Item Comment from KSDE**

This line item may be allowable under the 80% but does not qualify as part of the 20% Learning Loss. Please provide more detail.

Line Item ID: 491-3-0015

**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**

EIII Summer Enrichment

**Account Number**

99860

**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**

Summer Academy

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$35,000
<b>Budgeted Expenditures in SFY 2023</b>	\$35,000
<b>Budgeted Expenditures in SFY 2024</b>	\$30,000
<b>Total Expenditures</b>	\$100,000

**Status**

Task Force Review

Line Item ID: 491-3-0016

**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**

EIII IT Tech Specialist

**Account Number**

99870

**Function Code**

2100 - Support Services (Students)

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

3 - Providing principals and other school leaders with resources to address individual school needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional 1.0FTE Technology Specialist (Entry Level) to provide additional IT supports for increased needs of zoom 1 to 1 with chrome books

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$35,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$35,000**Status**

Task Force Review

Line Item ID: 491-3-0017

**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**

EIII Wellness/Mental Health Salary

**Account Number**

99880

**Function Code**

2100 - Support Services (Students)

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Will coordinate the new mental health/ social health screener Fastbridge as well as coordinate with building and district leaders to better meet the needs of students in all buildings, especially those identified as At-Risk.

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$60,000**Budgeted Expenditures in SFY 2023** \$60,000**Budgeted Expenditures in SFY 2024** \$0**Total Expenditures** \$120,000**Status**

Task Force Review

**Line Item Comment from KSDE**

5/25 Per Applicant: This position coordinates with WRAP workers, staff, and building and district leaders to identify and support students with trauma needs through implementation of SAEBRS mental health screener.



# ESSER III APPLICATION FOR D0498

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>
Valley Heights	2274 6th Road, Blue Rapids, KS 66411	2274 6th Road, Blue Rapids, KS 66411
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Melissa Kennedy	mkennedy@valleyheights.org	(785) 363-2398

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Melissa Kennedy	Superintendent	mkennedy@valleyheights.org	(785) 363-2398
<u>Other District Representative 1 - Name</u>	<u>Other District Representative 1 - E-mail Address</u>		
tpenning@valleyheights.org	tpenning@valleyheights.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/1710061/\\_USD\\_498\\_Plan\\_of\\_Safe\\_Return.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1710061/_USD_498_Plan_of_Safe_Return.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 498 was fortunate to remain in-person throughout the 2020/2021 school year, which was, in large part, due to the many mitigating strategies implemented to ensure that our students were able to attend school in a safe and clean environment. These efforts included a tremendous amount of collaboration with our community and county health department, which we have created a unique and collaborative relationship with. Through weekly ZOOM meetings we have managed to adopt a seamless process for testing, contact tracing and the quarantine of students and staff. The plan we are setting forth for ESSER III funding addresses those areas identified by our stakeholder groups in the survey that was sent out via email and social media.

1) Additional personnel support for academic intervention: MTSS Coordinator, At-Risk Coordinator, MTSS Math interventionist

2) Facility repairs and improvements that reduce exposure to environmental health hazards: A Construction and Capital Expenditure Prior-Approval was submitted to KSDE and approved by the Kansas State Board of Education on November 10, 2021.

# 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 USD 498 ESSER III Funding Survey was emailed to our middle and high school students :

1) "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. We 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 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 input and participation."

2) These options were given to identify stakeholder affiliation: School Parent, School Student, School Staff Member and School Community Patron.

3) The following section was added: There are certain requirements and limitations put forth by the federal and state government in regards to what the funds can be spent towards. We have spent ESSER I and ESSER II funds already on many mitigation measures and supports for students. Below are some other considerations, and we would like your input. This section allowed selection of the following options: Summer Learning Options, 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, Facility Repairs and Improvements that Reduce Exposure to Environmental Health Hazards.

4) The final section of the survey asked: Please share any other ideas you may have for our consideration:

In order of preference, the student results obtained identified that the following were most important to our student body:

- 1) Expanded social and emotion/mental health supports.
- 2) Additional personnel support for academic intervention.
- 3) After school tutoring programs.
- 4) Additional instructional materials and resources.

## Families

A USD 498 ESSER III Funding Survey was emailed and shared via social media to our parent population :

1) "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. We 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 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 input and participation."

2) These options were given to identify stakeholder affiliation: School Parent, School Student, School Staff Member and School Community Patron.

3) The following section was added: There are certain requirements and limitations put forth by the federal and state government in regards to what the funds can be spent towards. We have spent ESSER I and ESSER II funds already on many mitigation measures and supports for students. Below are some other considerations, and we would like your input. This section allowed selection of the following options: Summer Learning Options, 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, Facility Repairs and Improvements that Reduce Exposure to Environmental Health Hazards.

4) The final section of the survey asked: Please share any other ideas you may have for our consideration:

In order of preference, the parent results obtained identified that the following were most important to our parent and patron community:

- 1) Facility Repairs and Improvements that reduce exposure to environmental health hazards. (56%%)
- 2) Expanded outside social and emotional/mental health services (53%)
- 3) Additional behavioral support and interventions (44%)
- 4) Additional personnel support for academic intervention (41%)
- 5) After school tutoring programs (40%)
- 6) Additional instructional materials and resources (39%)
- 7) Summer Learning Programs (32%)
- 8) Expanded school health office hours for health, safety, and support of the student body (23%)

### **School and District Administrators including Special Education Administration**

The same survey was shared with all district and school administrators, including our special education administration.

Priorities as identified by this stakeholder group were:

- 1) Additional personnel support of academic intervention
- 2) Facility repairs and improvements that reduce exposure to environmental health hazards.
- 3) Additional instructional materials and resources.

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

Utilizing the same survey as identified above, our staff/employees identified the following as the largest priorities:

- 1) Additional personnel support for academic interventions
- 2) Facility repairs and improvements that reduce exposure to environmental health hazards.
- 3) Additional behavioral support and interventions.

### **Tribes**

USD 498 has 7 students (2 families) that identify as American Indian. Those 2 families were contacted and stated that they had completed the district survey shared with patrons and parents. There are 3 Tribes in Northeast Kansas that we contacted via email:

- \* The Iowa Tribe of Kansas and Nebraska is 95 miles from our district.
- \*The Kickapoo Tribe in Kansas is headquartered in Powhattan, Kansas is 73 miles from our district.
- \* The Sac and Fox Nation of Missouri in Kansas and Nebraska is located in Reserve, Kansas which is 82 miles .

The same survey mentioned in all the above stakeholder groups was shared on our district website and social media pages. Our current enrollment of American Indian or Alaska Native students is 2% or 11 students,, which comprise a total of 4 families. In the manner we shared the survey, they would have been afforded the opportunity to provide input. Many community patrons responded to this survey, so it is indeed possible that indigenous patrons were also included in the survey results. However, we intentionally did NOT ask for race identification within the survey as we believed in doing so we would inhibit responses and it would lose some of the anonymity we needed to ensure the quality and quantity of responses. There is no organized tribal organization within our community and/or county and, according to the latest census results, our county overall has a 0.7% American Indian and Alaska Native population. The current county population is 9,707, and 0.7% would equate to 68 individuals in our entire county identifying as American Indian or Alaska Native.

No specific organization representing the American Indian or Alaska native residents in our district responded to our request for feedback. However, we are utilizing funding to provide supports we believe benefit all populations of our students, including Native Americans by addressing:

- \*Learning loss
- \*Additional social/emotional supports
- \*Providing more connection to mental health resources.

### **Civil Rights Organization including Disability Rights Organizations**

The same survey mentioned ([https://docs.google.com/forms/d/e/1FAIpQLSdo0LjXZ91akAQgnCukhBHh6QTegp0pSaVHc4njiPI7MDG9tQ/viewform?usp=sf\\_](https://docs.google.com/forms/d/e/1FAIpQLSdo0LjXZ91akAQgnCukhBHh6QTegp0pSaVHc4njiPI7MDG9tQ/viewform?usp=sf_)) in all the above stakeholder groups was shared on our district website and social media pages. Many community patrons responded to this survey, so it is indeed possible that parents and patrons connected to possible Civil Rights Organizations, including Disability Rights Organizations were included in the survey results. Organizations contacted were:

- \* The American Civil Liberties Union of Kansas
- \* The Kansas Human Rights commission, Kansas Action for Children
- \* Kansas NAACP
- \*United Way
- \*Kansas Disability Resources an Advocacy Organizations

Two organizations responded.... the American Civil Liberties Union of Kansas and the Kansas Disability Rights Center of Kansas. They identified the following areas that would benefit these special student populations and are an integral part of our ESSER III funding plan.

- \*Summer Learning Programs
- \*Additional personnel support for academic intervention
- \*Expanded social and emotional/mental health services.

### **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 same survey mentioned in all the above stakeholder groups was shared on our district website and social media pages. Many community patrons, parent, staff and students responded to the survey, which would include those parents and patrons of children with disabilities, English Learners, Children Experiencing Homelessness, Children in Foster Care, Migratory Students, Children who are Incarcerated (none of our students are currently incarcerated), and underserved students.

Organizations contacted include:

\*KVC Kansas

\*Youth on Their Own

\*Families Together

\*Disability Rights Center of Kansas

Responses were received from the Disability Rights Center of Kansas and identified the following that are currently addressed in our ESSER III funding plan:

\*Summer learning and afterschool learning programs.

Additional behavioral support and interventions

\*Expanded outside social and emotional/mental health services

\*Expanded school health office personnel hours for health, safe, and support of the student body

I utilized these resources: (Powerschool) and the KSDE Authenticated Foster Care Application to identify the migrant, homeless, foster care children, and English learners. We have 0 migrant and 0 homeless students, one family of English learners and three foster students. A survey was sent out via email to the contacts identified. I received no responses from the email. In follow up, phone calls were made and one parent was reached but did not in turn answer the survey.

### **Provide the public the opportunity to provide input and take such input into account**

The same survey mentioned in all the above stakeholder groups was shared on our district website and social media pages. Many community patrons responded to this survey, and within the survey was the opportunity to provide feedback and offer alternative ideas, aside from those offered in the second section of the survey. Several open comments were received and included expanded offerings of CTE courses, addressing student academic failings in a one-on-one environment, incorporating several support groups that students can join during seminar, mental health supports, a mental/physical health first hour of the day emphasis., 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.**

USD 498 has, in many ways, been fortunate in their ability to navigate the uncharted territory of these unprecedented times. We were able to, with the exception of two weeks for our high school, remain in person throughout the 20/21 school year. However, the impact that the state-wide shutdown the previous spring had, coupled with extended quarantines of close contacts since that time, has had a detrimental impact on our students, most notably those that we would already have classified as at-risk.

A student suicide in February of this year did not alleviate the concerns and struggles we were attempting to overcome. As a high poverty district, we are aware that our community, and therefore our students and parents, struggle with addiction, homelessness, and scarcity of resources. To that end we have had to focus more resources to address those needs. Our family advocate continues to work with our staff in identifying, and then attending to, our students and families in need. Our ability to meet the social emotional needs of our students has been tested. It is not uncommon to see a line at our middle school/high school counselors office, which in turn negatively affects her ability to attend to career and higher ed. counseling. The elementary counselor has been pulled away far too frequently to cover for the substantial sub shortage that all districts across the country are facing.

Our priority is keeping our students in school because we know it is not only the safest place for them to be, but the learning loss we have experienced can not begin to be tackled if they are not present. Chronic absenteeism, social introversion, the inability to connect families to necessary resources, and maintaining a learning environment are prominent challenges. Our graduation rate has, and is continuing to suffer. Drug use among our most vulnerable students continues to be an area of red alert. We are doing our best to address these, but our human and fiscal resources are taxed already.

The Spring 2021 state assessment scores for our district were very telling of the disparity we have between our elementary and secondary students. In grades 3-6 all district assessments scores were meeting or exceeding the state's minimum Level 3 score. However, in every assessed subject our 7-12 student scores were below the Level 3 criteria. In an effort to tackle these alarming gaps the professional development time allotted in our school calendar is being devoted to curriculum alignment and more documented accountability for addressing the state standards. There is much work to be done. We see it, we know it, we are doing everything within our power to address it.

Our district is comprised of three attendance centers, all of which are older and in need of repairs and updates to ensure they are a safe environment for our students. Many routine maintenance and upkeep tasks have been neglected through the years. The carpet/flooring throughout the district is a minimum of 21 years old and is no longer in a condition to be cleaned thoroughly and consistently to ensure we are addressing the health standards that should be upheld, especially throughout a pandemic. Our HVAC systems are as old, as is the ductwork and bathroom fixtures. This creates a very time consuming process to ensure our facilities are healthy, sanitized and safe. It also becomes a time-consuming task for the few custodians we have, as we have been able to hire despite our attempts to find qualified candidates.

**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) Community Outreach and Family Advocate

Three years ago our district, in conjunction with USD 380, was awarded the Communities That Care grant from The Health Resources and Services Administration (HRSA). The grant officially ended on April 30, 2021 and we enter into the three year sustainability phase. With the use of ESSER III funds we can fully sustain the services that have been provided through this grant, including a Family Advocate and the Mobile Family Resource Center (MFRC) that travels within our school communities and assists families in their time of need, regardless of income. The MFRC helps address and alleviate the mental health needs of students and their families by providing concrete resources that build protective factors and optimize success. Services are based on need and not income, so all students within our district can benefit from these services. Due to COVID 19 many of our families are not only financially challenged, but there has been a significant increased need for assistance in the areas of mental health, school/home connections, healthcare referral, employment assistance, housing/utility referral assistance, and also the delivery of meals, along with food referral. Our family advocate, school counselors and administrators have teamed up to make numerous home visits based on known needs or referrals. Just in the school closure from March to May of 2020, the MFRS and Family Advocate made over 300 home visits.

### 2) Mental Health Counseling and support

Mental Health Supports: COVID 19 and remote learning have greatly increased the amount of social/emotional supports required by our students and staff. This position is strictly to meet the counseling and mental health needs in our elementary buildings. This counselor will meet with students and staff both individually and in small group settings. As a licensed school counselor he can also provide connections and resources for needs beyond his scope of practice.

### 3) Personnel to Address Learning Loss (MTSS Interventionists):

Online learning has proven to be detrimental for many of our students, especially those without assistance within the home while remote learning. Because numerous prerequisite skills are now lacking and the disparity between our highest and lowest achievers has widened significantly, We will hire two additional staff members at the junior/senior high to work with our students who have suffered significant learning loss throughout COVID 19. We are altering our schedule to create time for intensive support and assistance for our students who have fallen behind. These staff members will also assist with credit recovery to ensure our students can graduate on time and fulfill their credit requirements.

## **How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

USD 498 submitted a Construction and Capital Expenditure Prior-Approval Request with the Kansas State Department of Education and it was approved by the Kansas State Board of Education on November 10, 2021. Attached are the USD 498 Prior Approval Application, as well as the Approval Letter from KSDE.

<https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:12a93ac7-fddd-40c6-b304-8d4865fc9561>

<https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:f21d05a1-b5b0-4d0c-91cc-fa1803bc2032>

## **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 all know that our students can not be active engaged learners unless we simultaneously address social emotional needs. USD 498 acknowledges that our students are in need of both academic and mental health supports. Through the use of ESSER III funds we will be building a team of collaborators that will work in partnership with these students while encompassing their families as active team members. Utilizing a "wrap around" approach we will be creating student centered teams comprised of our family advocate, MTSS interventionist, school counselor, and all other relevant team members to the child's needs (ELL, SPED, School Resource officer, etc.). These teams will expand to embrace and include the student and their family to ensure that we are working in the best interest of the student from all relevant angles.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation
ESSER III Allocations	\$640,651	\$0	\$640,651
Approved Total	\$0	\$0	\$0
Amount Left	\$640,651	\$0	\$640,651
In Review Total	\$639,173	\$0	\$639,173
Amount Left	\$1,478	\$0	\$1,478

	20% Minimum
ESSER III Allocations	\$128,131
Approved Total	\$0
Amount Still Needed	\$128,131
In Review Total	\$127,323
Amount Still Needed	\$808

## Line Items

ID	Allocation Type	Learning Loss	Function Code	Object Code	Allowable Use	Total Expenditures	Status
498-3-0001	Direct	True	1000	110	12	\$47,970	Task Force Review
498-3-0002	Direct	True	1000	120	12	\$20,821	Task Force Review
498-3-0003	Direct	True	1000	220	12	\$5,263	Task Force Review
498-3-0004	Direct	True	1000	260	12	\$69	Task Force Review
498-3-0005	Direct	True	1000	280	12	\$16,980	Task Force Review
498-3-0006	Direct	True	2113	120	4	\$23,175	Task Force Review
498-3-0007	Direct	True	2113	220	4	\$1,773	Task Force Review
498-3-0008	Direct	True	2113	260	4	\$23	Task Force Review
498-3-0009	Direct	True	2113	280	4	\$4,245	Task Force Review
498-3-0010	Direct	True	2120	110	10	\$6,500	Task Force Review
498-3-0011	Direct	True	2120	220	10	\$497	Task Force Review
498-3-0012	Direct	True	2120	260	10	\$7	Task Force Review
498-3-0013	Direct	False	2600	430	13	\$511,850	Task Force Review

## Line Item Details

Line Item ID: 498-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Teacher Salary-HS MTSS

**Account Number**

83-1000-110-00

**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**

MTSS Teacher will provide individual instruction for students during the school year in Grades 7-12 in ELA/Math due to covid learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$47,970
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$47,970</u>
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**Status**

Task Force Review

Line Item ID: 498-3-0002

**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**

Para Salary

**Account Number**

83-1000-120-00

**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**

Para will provide MTSS support and interventions for students in Grades 3-12 during the school year with special emphasis on Math learning loss due to Covid.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$20,821
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$20,821</u>
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**Status**

Task Force Review

Line Item ID: 498-3-0003

**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**

N/A

**Account Number**

83-1000-220-00

**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**

MTSS Teacher/Para will provide individual instruction for students during the school year in Grades 7-12 in ELA/Math due to covid learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$5,263
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$5,263
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**Status**

Task Force Review

Line Item ID: 498-3-0004

**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**

N/A

**Account Number**

83-1000-260-00

**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**

MTSS Teacher/Para will provide individual instruction for students during the school year in Grades 7-12 in ELA/Math due to covid learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$69
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$69
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**Status**

Task Force Review

Line Item ID: 498-3-0005

**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**

N/A

**Account Number**

83-1000-280-00

**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**

MTSS Teacher/Para will provide individual instruction for students during the school year in Grades 7-12 in ELA/Math due to covid learning loss.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2023</b>	\$16,980
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$16,980</u>
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**Status**

Task Force Review

Line Item ID: 498-3-0006

**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**

Family Advocate Salary

**Account Number**

83-2113-120-00

**Function Code**

2113 - Social Work Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Family Advocate and the Mobile Family Resource Center that travels within our school communities and assists families in their time of need, regardless of income. The MFRC helps address and alleviate the mental health needs of students and their families

<b>Budgeted Expenditures in SFY 2021</b>	\$0
--	-----

<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$23,175
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$23,175</u>
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**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**

Social Security-Family Advocate

**Account Number**

83-2113-220-00

**Function Code**

2113 - Social Work Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

4 - Activities to address the unique needs of low-income children, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including outreach and service delivery.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Family Advocate and the Mobile Family Resource Center that travels within our school communities and assists families in their time of need, regardless of income. The MFRC helps address and alleviate the mental health needs of students and their families

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,773
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,773</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**

Unemployment-Family Advocate

**Account Number**

83-2113-260-00

**Function Code**

2113 - Social Work Services

**Object Code**

260 - Unemployment Compensation

**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**

Family Advocate and the Mobile Family Resource Center that travels within our school communities and assists families in their time of need, regardless of income. The MFRC helps address and alleviate the mental health needs of students and their families

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$23
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$23</u>

**Status**

Task Force Review

Line Item ID: 498-3-0009

**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**

Health Insurance-Family Advocate

**Account Number**

83-2113-280-00

**Function Code**

2113 - Social Work Services

**Object Code**

280 - Health 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**

Family Advocate and the Mobile Family Resource Center that travels within our school communities and assists families in their time of need, regardless of income. The MFRC helps address and alleviate the mental health needs of students and their families

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$4,245
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$4,245</u>
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**Status**

Task Force Review

Line Item ID: 498-3-0010

**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**

Social Worker Salary

**Account Number**

83-2120-110-00

**Function Code**

2120 - Guidance 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**

Elementary Counselor to address the social/emotional needs in the Elementary caused by the Covid pandemic and remote learning.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$6,500
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	<u>\$6,500</u>
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**Status**

Task Force Review

Line Item ID: 498-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

Social Worker Social Security

**Account Number**

83-2120-220-00

**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**

Elementary Counselor to address the social/emotional needs in the Elementary caused by the Covid pandemic and remote learning.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$497
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$497
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**Status**

Task Force Review

Line Item ID: 498-3-0012

**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**

Social Worker-Unem.

**Account Number**

83-2120-260-00

**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**

Elementary Counselor to address the social/emotional needs in the Elementary caused by the Covid pandemic and remote learning.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$7
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<b>Budgeted Expenditures in SFY 2024</b>	\$0
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<b>Total Expenditures</b>	\$7
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**Status**

Task Force Review

Line Item ID: 498-3-0013

**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**

Maintenance repairs

**Account Number**

83-2600-430-00

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

430 - Repairs and Maintenance Services

**Allowable Use**

13 - School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Facility repairs and improvements to reduce the risk the Covid virus transmission.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$511,850
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$511,850</u>

**Status**

Task Force Review

# ESSER III APPLICATION FOR D0504

**Status**

Task Force Review

## KSDE Application Comments

KSDE has not confirmed the ESEA Evidence level for 20% set aside activities. Each district is responsible for documenting the evidence base and verifying that it meets the Evidence Based criteria as defined in ESEA. Please retain a link to the evidence that you are basing this on and which tiers of evidence it meets for future monitoring. Please see this link for more details <https://ies.ed.gov/ncee/wwc/essa>

## Current Directory Information

<b><u>District</u></b>	<b><u>Address</u></b>	<b><u>Mail Address</u></b>
Oswego	719 Fourth Street, Oswego, KS 673560129	P.O. Box 129, Oswego, KS 673560129
<b><u>Superintendent Name</u></b>	<b><u>Superintendent E-mail Address</u></b>	<b><u>Superintendent Phone Number</u></b>
Douglas Beisel	dbeisel@usd504.org	(620) 795-2126

## Authorized Representative of the District Information

<b><u>Name</u></b>	<b><u>Position of Title</u></b>	<b><u>E-mail Address</u></b>	<b><u>Phone Number</u></b>
Douglas Beisel	Superintendent	dbeisel@usd504.org	(620) 795-2126
<b><u>Other District Representative 1 - Name</u></b>	<b><u>Other District Representative 1 - E-mail Address</u></b>		
Suzanne Hazell	shazell@usd504.org		
<b><u>Other District Representative 2 - Name</u></b>	<b><u>Other District Representative 2 - E-mail Address</u></b>		
Mitchell Shaw	mshaw@usd504.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://core-docs.s3.amazonaws.com/documents/asset/uploaded\\_file/1342967/2021-22\\_Oswego\\_USD\\_504\\_School\\_Reopening\\_Plan\\_X.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1342967/2021-22_Oswego_USD_504_School_Reopening_Plan_X.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?

Oswego USD 504 currently employs and plans to retain the services of a district nurse and CMA/CNA. These two health professionals provide daily health care needs and services for students and staff. In addition, they perform Covid 19 testing and contact tracing as required by KDHE, Labette County Health Department, and the USD 504 Board of Education.

Currently, the CMA's hourly wage and benefits are paid for with ESSER II funds. We have instructed our staff to encourage the practice of hand sanitation and have multiple stations or hand sanitizing places available in all attendance centers and USD 504 facilities. In addition, we encourage students and staff to wear masks, however currently, they are not required to wear them.

Oswego USD 504 plans to hire an additional counselor for the 2022-23 school year and beyond. The additional counselor is needed to help students with social-emotional and academic needs. Stakeholders have indicated the need to hire a school social worker for the 2022-23 school year and beyond. This additional mental health care employee would help students with social-emotional and academic needs as well. The salaries and benefits of the counselor, district nurse, and social worker will be paid for with ESSER III funds as allowed/approved.

The Oswego USD 504 school administrative team has and continues to cultivate a close working relationship with the Labette County Health Department as well as the local and area medical professionals (i.e. Labette Health Medical Center, & local area family physicians). This positive working relationship helps monitor the rise or decline of Covid cases in our community/school and helps us to interpret KDHE and CDC guidelines.

Through stakeholder input, we have garnered support for the afore mentioned preventions and strategies. Stakeholders have also stated their support for doing whatever is necessary to keep "in-person learning" as much as possible and as safely as possible.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

The Oswego USD 504 student body (grades 6-12 or 197 students) was encouraged to fill-out a survey to get their input of how to utilize ESSER III funds to overcome the obstacles and stress of learning in the pandemic era. Unfortunately, a limited number of the student stakeholders responded to the survey. In fact, we only had a 15% response rate. This was disappointing, so we reached back out to our students by having our teachers encourage participation. Numerous students shared with their teachers that they chose not to respond because the survey was optional. The small percentage of students that responded, expressed their concerns and needs through the survey for updated technology so as to help keep them socially distanced during this pandemic as well as learn remotely when quarantined. They also expressed their appreciation of having additional counselors and health care professionals on campus to help them with their concerns in this time of need. Currently, Oswego USD 504 does not have any homeless students. Oswego USD 504 had one middle school student who lost their home to a fire this past fall and were temporarily displaced to a rental until the family chose to move out of state to Alaska. Fortunately, we do not have any current students who are incarcerated and unable to attend classes in person. We had one hispanic family with high school aged students who lived here in recent years, but they moved out of district and no longer attend our schools. Therefore, we currently do not have any non-english speaking students enrolled.

### Families

The Oswego USD 504 families were given the opportunity to fill out a survey to get their input of how to utilize ESSER III funds to overcome the obstacles and stress of learning during the pandemic era. We had 51 families (or approximately 34%) that responded and expressed their concerns and needs through the survey for updated technology to keep their kids socially distanced during the pandemic and to provide for remote learning as necessary. They also expressed the desire for an additional counselor and/or social worker to listen to their children's concerns in this time of need. In addition, families expressed a desire for additional health care workers such as a nurse or CMA/CNA. This way students would be better served in a more timely manner.

### School and District Administrators including Special Education Administration

The USD 504 administrative stakeholders have had face-to-face meetings and expressed their concerns for utilizing the ESSER III funds for learning loss and social-emotional health for students and staff. The primary emphasis was to continue in-person learning as much as possible. District administrators and the special education inter-local director have engaged in face-to-face and phone discussions to review input on the ESSER III spending plan.

### **Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

Oswego USD 504 has worked directly with the school bargaining unit to address funding needs and to ensure they meet the needs of students, community, and staff. The district also collaborated with classified staff to ensure ESSER III funds were considered to help off-set the cost of additional custodial services and cleaning/disinfectant supplies. We had 43 employees respond to the survey. The conclusion was to utilize ESSER III funds for overtime pay for custodians and bus drivers and other classified employees as the result of the pandemic. In addition, the LEA will provide retention bonuses to all employees for the 2022-23 and 2023-24 school years.

### **Tribes**

Oswego USD 504 has no tribes of Native Americans located within the boundaries of the school district. Out of all the survey results collected, only 4 people (2 students & 2 adults) responded to having a Native American heritage or back ground. From the few whom responded, they had interested in updated textbooks, technology, and social emotional services such as an elementary counselor.

### **Civil Rights Organization including Disability Rights Organizations**

Oswego USD 504 does not have civil rights &/or disability rights organizations within our district boundaries. However, potential Kansas civil rights resources include: ACLU-Kansas, Kansas Human Rights Commission, Disability Rights Center of Kansas, Kansas NAACP, & Kansas Disability Resources and Advocacy organizations. In addition, the Kansas Action for Children is available for underserved children/students. We have also worked with our local special education inter-local #637 as well as our local education service agency to help serve the educational needs of our students. Both work actively to support students with learning disabilities to ensure we meet the needs of all students and fulfill their IEP's. We have all of these agencies and resources available to us as necessary. In the past, we have reached-out and contacted some of these organizations to help serve the needs of our students as necessary.

### **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 data in the USD 504 student information system (SIS) indicates that Oswego does not have students with English Learning needs, nor does it have migratory students. The one student who was identified as homeless in the fall of 2021 temporarily lived with their mother in a motel following the loss of their home. This student and their mother have since relocated out of state with family. Oswego has a small enrollment of foster students, and those students live with a foster parent within the district. The district implemented an online survey to increase community input, however the results were minimal. Out of the 51 families that responded to our survey on 2 mentioned that they had special needs students with disabilities. Of those, they specifically asked for the following two things, updated and additional technology, and social emotional support by adding an elementary counselor.

### **Provide the public the opportunity to provide input and take such input into account**

The public was invited to the April 11th, 2021 monthly board meeting to express thoughts and concerns as stakeholders in utilizing the ESSER III funds. Attendance and input was minimal, so we conducted an online community survey to attempt to garner more input. The survey was somewhat more helpful. In the end, apparently the Oswego public has trust and faith in the USD 504 BOE and 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.**

All students Pre-K-12 have experienced some disruption in their education due to Covid. Through listening to the teaching staff, administrators (principals), parents/guardians, and students, the most prominent concerns were social-emotional concerns, maintaining in-person learning, and slowing the spread of the virus. They cited the need for upgraded technology, the need for more nurses (health care workers), the need for more custodians, the need for more counselors, and the need for additional training and guidance for safe daily Covid protocols. The intent is to lessen the spread of the virus and maintain our ability to continue to have in-person learning for 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 district needs to purchase new reading and math curriculum and resources to address the learning loss of our students. In addition, the LEA needs additional funding to purchase new textbooks to support the new reading and math curriculum, and possibly add a district-wide Curriculum Director position.

The district and the stakeholders feel it is important to maintain in-person learning in order to overcome any learning loss. As a result, funds in this area are being utilized by adding health care workers (nurse, CMA &/or CNA) to help educate students and staff about the spread of Covid, to advise teachers and staff on how to devise social-distancing protocols in classrooms and while utilizing district transportation. The teachers and staff also need training opportunities to learn how to recognize and evaluate Covid symptoms and properly administer quarantines. This applies for the students and staff who have tested positive and/or have been in close contact with a positive individual. By the health care workers (nurse, CMA &/or CNA) doing so, we can increase our chances of keeping our school doors open for in-person learning. The nurse, CMA &/or CNA salaries will be paid for with ESSER III funds.

New evidence-based reading and math books and curriculum will be purchased with ESSER III funds.

**How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

Oswego USD 504 will be spending its remaining funds to help all students and staff to be best prepared to combat the spread of the virus.

We have added medical personnel (1 CMA) during the 2021-22 school year to work with our school nurse to assist in identifying Covid contacts of our students and staff. We are proposing that we pay for the salary of this position as well as the nurses' salary with remaining funds. Should the virus begin to reach pandemic levels again, we may need to add additional health care professionals and we would pay for this with ESSER III funds.

We have authorized overtime hours and pay for our custodial and maintenance staff for additional cleaning and sanitizing our buildings. The additional overtime hours are necessary to keep our buildings as virus free as possible.

We have authorized overtime hours and pay for our bus drivers and transportation staff for additional cleaning and sanitizing our school vehicles. The additional overtime hours are necessary to keep our school vehicles as virus free as possible.

Oswego USD 504 is proposing that we purchase new lap-top computers, chrome books, iPads, smart boards, various technology, and software to aid and assist in the area of social distancing and to off-set learning loss. The new devices and software will allow us to provide updated technology and keep students and staff better socially distanced. In addition, this also provides the availability of additional and updated educational software. This will amount to approximately \$40,000.00 - \$60,000 for the 2022-23 and the 2023-24 school years district-wide (\$20,000.00 - \$30,000.00 per school year).

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Oswego USD 504 is proposing to use ESSER III funds to pay for the salary of an additional counselor and two student support specialists to ensure we have done all we can to meet the social-emotional, mental health, and academic recovery needs of all students. The additional counselor would split time between Neosho Heights Elementary (PK-5) and Service Valley Charter Academy (K-8). One of the support specialist would be assigned full-time to Neosho Heights Elementary and the other to Service Valley Charter Academy.

Through stakeholder input, it became very apparent their concerns for counseling needs, particularly for those students designated as at-risk, physically and/or mentally disabled, students of unsure orientation, poverty, color, foster care, etc. The load of our counselor and student support specialists has risen considerably since the start of the Covid pandemic. Stakeholders feel strongly that the addition of these positions would be both invaluable and necessary to help our students and staff.

To address the academic impact of overcoming lost instructional time, the LEA needs to provide our students and staff with the best available resources to improve social-emotional and academic deficiencies as the result of the pandemic.

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$838,529	\$0	\$838,529	ESSER III Allocations	\$167,706
Approved Total	\$0	\$0	\$0	Approved Total	\$0
Amount Left	\$838,529	\$0	\$838,529	Amount Still Needed	\$167,706
In Review Total	\$838,529	\$0	\$838,529	In Review Total	\$172,529
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
504-3-0001	Direct	False	2134	121	2	\$180,000	Task Force Review
504-3-0002	Direct	False	2122	111	10	\$180,000	Task Force Review
504-3-0003	Direct	False	1000	734	9	\$60,000	Task Force Review
504-3-0004	Direct	True	2000	121	12	\$150,000	Task Force Review
504-3-0005	Direct	False	1000	110	16	\$104,000	Task Force Review
504-3-0006	Direct	False	1000	120	16	\$112,000	Task Force Review
504-3-0007	Direct	False	2000	120	16	\$30,000	Task Force Review
504-3-0008	Direct	True	1000	735	9	\$22,529	Task Force Review

## Line Item Details

Line Item ID: 504-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

87

**Function Code**

2134 - Nursing Services

**Object Code**

121 - Full-Time Non-Certified Salaries

**Allowable Use**

2 - Coordination of COVID-19 preparedness and response efforts.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Oswego USD 504 plans to employ a full time district nurse for three school years. Duties include providing daily health care needs and services for students and staff. In addition, perform Covid 19 testing and contract tracing as required by KDHE, Labette County, and the USD 504 Board of Education. Other duties include supervising the CMA/CNA and classroom visitations to help inform and educate students on their health needs and personal hygiene.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$60,000
<b>Budgeted Expenditures in SFY 2023</b>	\$60,000
<b>Budgeted Expenditures in SFY 2024</b>	\$60,000
<b>Total Expenditures</b>	<u>\$180,000</u>

**Status**

Task Force Review

Line Item ID: 504-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

87

**Function Code**

2122 - Counseling Services

**Object Code**

111 - Full-Time Certified Salaries

**Allowable Use**

10 - Providing mental health services and supports.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Oswego USD 504 plans to add an additional counselor for the 2022-23 school year and beyond. The additional counselor is needed to help students with social-emotional and academic needs as the result of the Covid 19 pandemic. Stakeholders have indicated the need to hire the additional counselor and possibly a social worker to assist with the additional student needs due to the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$60,000
<b>Budgeted Expenditures in SFY 2023</b>	\$60,000
<b>Budgeted Expenditures in SFY 2024</b>	\$60,000
<b>Total Expenditures</b>	<u>\$180,000</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

This line item may be allowable under the 80% but does not qualify as part of the 20% Learning Loss.

Line Item ID: 504-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

87

**Function Code**

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**

Purchase new lap-top computers, chrome books, iPads, smart boards, various technology, and software to aid and assist in social distancing and to off-set learning loss caused by the Covid 19 pandemic. This will provide updated technology and keep students and staff safely socially distanced. In addition, this also provides the availability of additional and updated educational software to off-set the loss of learning due to the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$20,000
<b>Budgeted Expenditures in SFY 2023</b>	\$20,000
<b>Budgeted Expenditures in SFY 2024</b>	\$20,000
<b>Total Expenditures</b>	<u>\$60,000</u>

**Status**

Task Force Review

Line Item ID: 504-3-0004

**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**

87

**Function Code**

2000 - Support Services

**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**

Oswego USD 504 will be adding 2 support specialists (paras). One support specialist will serve at Service Valley Charter Academy (grades K-8) and the other at Neosho Heights Elementary School (grades PK-5). This is in an effort to ensure we have done all we can to meet the social-emotional, mental health, and academic recovery needs of all students as a result of the Covid 19 pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$50,000
<b>Budgeted Expenditures in SFY 2023</b>	\$50,000
<b>Budgeted Expenditures in SFY 2024</b>	\$50,000
<b>Total Expenditures</b>	<u>\$150,000</u>

**Status**

Task Force Review

Line Item ID: 504-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

87

**Function Code**

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**

Oswego USD 504 will provide all certified employees an additional \$1,000.00 of retention pay per year for the 2022-23 and 2023-24 school years. This will be paid out in two \$500.00 semi-annual payments per school year (December and May). This pay is for additional planning, collaboration time, and personal expenses occurred due to the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$52,000
<b>Budgeted Expenditures in SFY 2023</b>	\$52,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$104,000</u>

**Status**

Task Force Review

Line Item ID: 504-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

87

**Function Code**

1000 - Instruction

**Object Code**

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**

Oswego USD 504 will provide all classified employees an additional \$1,000.00 of retention pay per year for the 2022-23 and 2023-24 school years. This will be paid out in two \$500.00 semi-annual payments per school year (December and May). This pay is for additional planning, collaboration time, and personal expenses occurred due to the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$56,000
<b>Budgeted Expenditures in SFY 2023</b>	\$56,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$112,000</u>

**Status**

Task Force Review

Line Item ID: 504-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

87

**Function Code**

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**

During the pandemic, Oswego USD 504 has authorized overtime hours and pay for classified staff (custodial, maintenance, and transportation). The additional overtime hours are necessary to maintain the cleanliness and sanitation of school facilities and vehicles. This is in an effort to keep the school property virus free and safe for students and staff.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$10,000
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$10,000
<b>Total Expenditures</b>	<u>\$30,000</u>

**Status**

Task Force Review

Line Item ID: 504-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER III

**Account Number**

87

**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**

Oswego USD 504 plans to purchase additional academic technology software to remediate student learning loss from the pandemic. This software will also be used to enhance and accelerate student learning in all academic areas, but the primary focus will be reading and math. Potential items to be purchased with these funds include: 1.) Math Seeds K-2 subscription for \$3,876.00 from 3PL Learning, 2.) Bundle Reflex + Frax Foundations program for \$7,982.58 from Explore Learning Reflex & Frax, & 3.) MAP Reading Fluency & MAP Growth Science for \$14,546.00 from NWEA/MAP. In addition, there are other educational technology related items that will need to be purchased to remediate student learning as the result of the pandemic.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$12,529
<b>Budgeted Expenditures in SFY 2023</b>	\$10,000
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$22,529</u>

**Status**

Task Force Review

## ESSER III Overview and Table of Contents

DISTRICT PROFILES					KSDE RECOMMENDATIONS							
Plan	District Number	District Name	Total Public School Students (FTE) <sup>1</sup>	% Students Approved for Free- or Reduced- Price Lunch <sup>2</sup>	Total Direct and True Up Allocation	Previously Eligible	% Requested of Total Allocation Previously	Requested Change	Total Change Request Approved	Eligible net change for Task Force Review	% Eligible of Total Requested	Eligible Value Per Student (FTE) <sup>1</sup>
1	447	Cherryvale	737	67%	\$ 2,527,521	\$ 786,813	31%	2,527,521	\$ 2,527,521	\$ 1,740,708	100%	\$ 1,504
<b>Total</b>			<b>737</b>	<b>67%</b>	<b>\$ 2,527,521</b>	<b>\$ 786,813</b>	<b>31%</b>	<b>\$ 2,527,521</b>	<b>\$ 2,527,521</b>	<b>\$ 1,740,708</b>	<b>100%</b>	<b>\$ 1,504</b>

1. Includes the number of non-weighted, non-virtual full-time equivalent (FTE) students in the 2020-2021 school year (part-time students are accounted for to the nearest tenth). Students who transitioned to remote learning due to COVID-19 (remote learners) are included in the FTE totals.

2. Reflects the percent of student headcount approved for free or reduced-price lunch in the 2020-2021 school year.

# ESSER III APPLICATION FOR D0447

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>
Cherryvale	618 East 4th Street, Cherryvale, KS 673352306	618 East 4th Street, Cherryvale, KS 673352306
<u>Superintendent Name</u>	<u>Superintendent E-mail Address</u>	<u>Superintendent Phone Number</u>
Travis Githens	tgithens@usd447.org	(620) 336-8139

## Authorized Representative of the District Information

<u>Name</u>	<u>Position of Title</u>	<u>E-mail Address</u>	<u>Phone Number</u>
Travis Githens	Superintendent	tgithens@usd447.org	(620) 336-8139
<u>Other District Representative 1 - Name</u>		<u>Other District Representative 1 - E-mail Address</u>	
Andrea Easley		aeasley@usd447.org	
<u>Other District Representative 2 - Name</u>		<u>Other District Representative 2 - E-mail Address</u>	

## Plan for Safe Return

Please paste a direct link of your school district's safe return plan that is posted on your website.

[https://www.usd447schools.org/vimages/shared/vnews/stories/55fb1a63a1edd/USD%20447%20Operations%20Guidlines%202021-22%20-%20Revised%20September%20%20\(1\).pdf](https://www.usd447schools.org/vimages/shared/vnews/stories/55fb1a63a1edd/USD%20447%20Operations%20Guidlines%202021-22%20-%20Revised%20September%20%20(1).pdf)

## Use of Funds for CDC Guidance

How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

Our district did not suffer prolonged school closures once we were allowed to return to face-to-face instruction in August 2020. With only a few exceptions, USD 447 schools maintained face-to-face operations from August 2020 until the present, with the exception of December 11, 2020, when we were forced to close a building for a day when the cooking staff was out sick with COVID and we were figuring out alternative ways to serve school meals. During the 2020-21 school year, we provided students with the option of on-line learning as their means of operation, and approximately 12% of our students made this selection at first. This turned out NOT to be a productive mode of learning, and most of those students had returned to face-to-face instruction by the end of that school year; however, the impact of that learning modality lingers for many of those students. Individual absenteeism caused by COVID-19, non-COVID illness, and other reasons continues to be a challenge. Students missing school not only negatively impacts their own learning, but also makes it difficult for the rest of the class to move at its normal pace through the curriculum. Teachers anecdotally report that attempting to juggle the individualized instruction necessary to catch students up when they return is adding to teacher fatigue and burn out. All of the above factors manifest themselves as more kids being behind academically and needing tier 2 and 3 interventions. Our daily attendance rate is down and chronic absenteeism is up significantly following COVID. In 2018-19 our daily attendance was 94.8% and chronic absenteeism 14.4%. This deteriorated in 2019-20, with our daily attendance falling to 94.1% and chronic absenteeism increasing to 17.3%. In 2020-21, daily absenteeism fell to 90.3% and chronic absenteeism climbed to 37.1%. Days of school attendance correlate highly with better student achievement and graduation, so greater absenteeism is of great concern to us. Thus, our focus on health and sanitation measures will continue to be of upmost importance. These mitigation strategies include additional cleaning and sanitation protocols to be carried out by custodial staff and additional nursing time to monitor student health and testing during periods of high transmission rates in our community. We also believe air quality improvement in our worst facilities is something we can do to decrease student absenteeism caused by illness. This will protect our students and staff from COVID-19, its future variants, as well as other air-borne illness, such as cold and flu. To achieve improved air quality in our buildings, we will replace the antiquated HVAC system with a system that meets CDC recommendation for COVID-19 mitigation and add ventilation and HVAC with filtration capabilities to the Thayer School gymnasium to improve the air quality for students and patrons during physical education, indoor recess, and middle school practices and events. We would like to make similar improvements at Lincoln Central Elementary. We are fortunate to already have good air quality at CMHS due to an HVAC upgrade made in 2018, and we noted significant improvement of student and staff health /absenteeism there from non-COVID illness when it was installed, and we believe it has contributed to better student health in that building during COVID as well. We believe these mitigation strategies will allow us to continue to keep our schools open for face-to-face instruction even when infection rates are elevated in our community.

## Stakeholder Engagement

Engaging in Meaningful Consultation with Stakeholders (Please describe the ways you meaningfully consulted with each group listed below as part of the development of the district ESSER III Plan)

### Students

Much of our ESSER III plan is a continuation of our ESSER II plan, that seems to be working well. This stakeholder engagement section describes not only our outreach for ESSER III planning, but also our planning for the ESSER II plans that ESSER III funds will continue to support. To develop a comprehensive plan ESSER funds, the district engaged with our stakeholders by asking, "What do you/your students need to feel confident in our health protocols, to recover from the spring 2020 shut down, and to be successful in school going forward?" During implementation of the ESSER II portion of the plan, we were able get feedback on "How is it working? What can we improve?" The following methods were utilized to include students in our planning:

- Teacher conversations with students (by classrooms)
- Teacher and administrator one-on-one conversations with students
- Social Worker, Counselor, and/or Behavioral Mental Health Liaison conversations with struggling students and their parents
- Academic Advisor Conversations with students at Cherryvale Middle High School
- Student council

Input we received:

- Students want to be in school
- Students want school to be as normal as possible (no masks, no social distancing, all the usual activities)

The district considered this stakeholder input, along with the following data:

- Social worker/Counselor SEL needs data (number of and length of visits to allow students to self-regulate and return to class)
- Student achievement data (KS Assessment, AIMS Web data, ASPIRE data, ACT data)
- Student grades
- Student rates of absenteeism (district average and days missed by individual students)
- Teacher observation of student behavior and coping difficulties
- Data on student attendance at summer school and after-school programming (when we had reading grant that provided this) – note that we couldn't get kids to attend the after-school program who needed it.

This input and data regarding students were used to draft our ESSER plan.

## **Families**

Much of our ESSER III plan is a continuation of our ESSER II plan, that seems to be working well. This stakeholder engagement section describes not only our outreach for ESSER III planning, but also our planning for the ESSER II plans that ESSER III funds will continue to support. To develop a comprehensive plan ESSER funds, the district engaged with our stakeholders by asking "What do you/your students need to feel confident in our health protocols, to recover from the spring 2020 shut down, and to be successful in school going forward?" During implementation of the ESSER II portion of the plan, we were able get feedback on "How is it working? What can we improve?" The following methods were utilized to include families in our planning:

- Parents attending board meetings based at the elementary schools instead of our usual CMHS location (Thayer in September 2021 and Lincoln Central in October 2021)
- Parent attendance at regular board meetings when COVID protocols were discussed (50+ people attended several such meetings and used the "public comment" period to make their thoughts known)
- Title I parent survey given at Thayer in October Lincoln Central in November.
- Patron survey which asked about various things, including need for HVAC/air quality improvements at the buildings.
- Site council meetings held in October, November, December, and February during the 2021-22 school year.
- Parent/Teacher conferences (October 18&21, 2021 and February 7&9, 2022).
- Social Worker, Counselor, and/or Behavioral Mental Health Liaison conversations with struggling students and their parents
- Individual parent comments shared with board members and educators

Input we received:

- Remote learning must be avoided at all costs
- Remote learning causes hardship on families
- Many parents felt that masks and social distancing were causing their children to hate school, have headaches, other negative effects
- Extra help as soon as students are struggling – don't wait for summer
- Communication with them [parents] if students are struggling
- Summer programs / After-School Programs
- Want things as back-to-normal as possible
- Make sure kids can play sports, but don't like limited fan attendance or masking requirements of fans

The above information was used to draft our Comprehensive ESSER plan. The ESSER II plan was communicated to parents as school began and shared with site councils and feedback was positive.

## **School and District Administrators including Special Education Administration**

To develop a comprehensive plan for the use of our ESSER II and III funds, administrators met to discuss data and stakeholder response to the questions: "What do you/your students need to feel confident in our health protocols, to recover from the spring 2020 shut down, and to be successful in school going forward?" We also discussed feedback we were hearing from the 2020-21 school year as it progressed. Administration met in the following manner:

- Formal monthly meetings
- Informal meetings – one-on-one with the superintendent
- Phone calls and meetings with administrators from Tri-County Special Education Coop, which serves the districts' students with special needs
- Superintendent met formally with the Tri-County Administration and other co-op superintendents each month

Input we received:

- Pleased that Tri-County and Montgomery County schools are trying to stick together on health protocols
- Concern for several medically fragile students
- More students are academically behind. Need for quality Tier 2 interventions, not more special education placements
- Need to know summer intervention plans early so Tri-County can plan for special education supports for their students attending
- Staff burnout, staff retention fears
- Number of student and staff absences – how to reduce air-borne pathogens
- Need for updated HVAC to provide ventilation and filtration that meets CDC guidelines

The district considered this stakeholder input, along with the following data:

- Student achievement data, number of students in Tier II and III interventions
- Absenteeism data
- Age and design of current HVAC system

The above information was used to draft our ESSER plan.

**Teachers, Principals, School leaders, other Educators, School Staff and their Unions**

To develop a comprehensive plan for the use of both ESSER II and III funds, our district engaged with teachers around these questions: "What do you/your students need to feel confident in our health protocols, to recover from the spring 2020 shut down, and to be successful in school going forward?" We also discussed feedback we were hearing from the 2020-21 school year as it progressed.

The following engagement methods were utilized:

- Monthly faculty meetings (every 4 to 6 weeks)
- BLT meetings (Oct, Dec, Feb, and March)
- DLT meetings (monthly)
- Periodic superintendent meetings with Cherryvale Teacher Association President, Harry Hester
- 2021-22 Teacher Negotiations
- Meetings with all staff in Thayer to specifically discuss potential design of an HVAC system and impacts it would have to improve air quality and staff and student health

Input we received:

- ESSER II supports are working – data shows Tier 2 supports are working
- Concern about large kindergarten class from 20-21 who had pre-school cut short with shut down. Need to continue to keep their class small to catch them up before 2nd grade
- Continued concern about impact of shut down on primary grades and the need for intensive one-one-one supports and robust Tiered Interventions to get them on-grade level by end of 3rd grade.
- Absenteeism concerns-it's hard to get kids caught up when so many are gone from class
- Teacher burnout, very few willing to work an after-school program
- Union satisfaction with district's response to the pandemic

The district considered this stakeholder input, along with the following data:

- Attendance data
- Student achievement data

The above information was used to draft our ESSER plan. Faculty meetings continue to be a source of on-going dialogue with teachers to adjust plans if needed.

## **Tribes**

USD 447 has 15 students in 6 families who identified as Native American at enrollment but they don't have connections to the tribe. To help develop our ESSER III plan, the district reached out to these parents and asked, "What do you/your students need to feel confident in our health protocols, to recover from the spring 2020 shut down, and to be successful in school going forward?"

The following engagement methods were utilized:

- Phone call by Travis Githens to parents in Spring, 2022
- Additionally, these parents had the same opportunities described under "Families"

Input we received:

- Remote learning must be avoided at all costs
- Keep schools open at all costs
- Remote learning causes hardship on families
- Extra help as soon as students are struggling – don't wait for summer
- Communication with them [parents] if students are struggling
- Summer programs / After-School Programs

The district considered this stakeholder input, along with the following data:

- Attendance and achievement data specific to these 15 Native American students

The above information was used to draft our ESSER plan.

## **Civil Rights Organization including Disability Rights Organizations**

To develop a comprehensive plan for the use of both ESSER II and III funds, our district used a common-sense approach to engage with parents of students who are traditionally “under-served” by asking: “What do you/your students need to feel confident in our health protocols, to recover from the spring 2020 shut down, and to be successful in school going forward?” Note, these would be students represented by Civil Rights Organizations and Disabilities groups in larger communities, although our community does not have any such organizations nearby. The following engagement methods were utilized:

- IEP meetings
- Parent/Teacher Conferences
- Social Worker, Counselor, and/or Behavioral Mental Health Liaison conversations with struggling students and their parents
- Academic Advisor Conversations with students at Cherryvale Middle High School
- Site Council

Input we received:

- Concerns regarding health of students, especially those who are medically fragile or with health conditions such as asthma
- Remote learning doesn’t work for their kids, but appreciation for staff who were working with them during remote learning
- Need for academic supports

The district considered this stakeholder input, along with the following data:

- Achievement data of minority and students with disabilities
- Absenteeism data from minority and students with disabilities

The above information was used to draft our ESSER plan.

Additionally, we reached out to the following civil rights organizations in our state/region to seek feedback on our planned supports listed below and requesting additional suggestions to best meet the needs of students as it relates to their civil rights:

? Organizations Contacted:

? Kansas Action for Children – John Wilson, john@kac.org

? Disability Rights Center of KS – Lane Williams, lane@drckansas.org

? United Way of the Plains – Heather Crump, hcrump@unitedwayplains.org

? NAACP of Lawrence – (contacted through website)

Copies of the communication sent and received have been saved as documentation of our attempt to obtain input and feedback. The Disability Rights Center of Kansas liked our plan and said all students in Kansas would benefit from “Additional supports and services, such as summer enrichment programs and after school tutoring.” In our correspondence with the above organizations, we communicated about the following supports which we believe will benefit all populations of our students:

- 2 additional primary teachers to reduce class size and strengthen ability to provide appropriate Tiered Intervention Groups targeted for students; specific learning needs
- Extended School Year
- 1:1 Learning Technology – increased internet bandwidth and instructional technology devices for all students
- Professional Learning for Instructional Staff (how to meet learning and social-emotional needs of all learners)
- Additional staff, equipment and supplies to clean and sanitize the building
- Additional nursing staff, health equipment, and supplies
- Air Quality Improvement to reduce transmission of air-borne illness, such as COVID-19

**Stakeholders representing the interests of children with disabilities, English Learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students**

Much of our ESSER III plan is a continuation of our ESSER II plan, that seems to be working well. To develop a comprehensive plan ESSER funds, the district engaged with our stakeholders by asking, "What do you/your students need to feel confident in our health protocols, to recover from the spring 2020 shut down, and to be successful in school going forward?" During implementation of the ESSER II portion of the plan, we were able get feedback on "How is it working? What can we improve?" The following methods were utilized to include under-served populations in our planning:

Note that USD 2021-22 for the 2021-22 school year does not have any ESL students or students identified as immigrant or migrant. Input regarding students with disabilities was explained in question f above. The district has 5 students identified as homeless and 33 students in foster care. Input from the parents of these students was obtained by contacting parents of homeless students and a sampling of foster care parents to represent their interests:

- Phone call by Travis Githens to parents during Spring 2022
- Additionally, these parents had the same opportunities described under "Families"

Input we received:

- Keep kids in school
- Remote learning causes hardship on families
- Summer programs / After-School Programs

The district considered this stakeholder input, along with the following data:

- Attendance and achievement data specific to known foster students

The above information was used to draft our ESSER plan.

### **Provide the public the opportunity to provide input and take such input into account**

To develop a comprehensive plan for the use of both ESSER II and III funds, our district used our normal ways to engage with the community regarding their perception of student needs for inclusion in our ESSER plan. That outreach included the following:

- Conversations with County Health Officials / area medical providers
- Board member interaction with members of the business community and community at-large
- Board meetings based at the elementary schools instead of our usual CMHS location (Thayer in September 2021 and Lincoln Central in October 2021)
- Attendance at regular board meetings when COVID protocols were discussed (50+ people attended several such meetings and used the "public comment" period to make their thoughts known)
- Patron survey which asked about various things, including need for HVAC/air quality improvements at the buildings.
- Regular monthly board meetings - The administration and board of education discussed public input received to-date and information it provided regarding student needs as we devised our ESSER III plans. Our response to the pandemic was the topic of multiple board of education meetings. The board of education meets monthly and ESSER plans were shared with the board and public at the following board meetings: July, Aug 2021 and Jan, March, April of 2022.

Input we received:

- Need to keep students in school
- Impact of air quality on disease transmission and student/staff health (public is anything that can prevent kids from having to wear masks as often, which happens if our infection rate climbs above 4%)
- Mental health strains on students and families caused by pandemic

The above information was used to draft our ESSER plan. The ESSER III plans were placed on the district Facebook page to provide a final place for public comment prior to submitting the plan to KSDE for approval.

### **Use of Funds for Learning Loss Set Aside and The Rest of The Allocation**

**Please briefly describe the impacts of COVID-19 on the district and its Pre-K through 12 students, including any relevant data where possible (e.g., cost impact, learning loss, emotional impact on students). If there has been a disproportionate impact on a special population in the district (e.g., students with disabilities, English Learners, students in foster care, students in poverty, etc.), please describe the impact and provide the number of Pre-K through 12 students in that population.**

After students returned to school in August 2020, assessment results showed learning loss caused by the COVID disruption in spring 2020. AIMS web fall data showed up the majority of primary students had fallen below grade level since their last assessment. Most disturbing was Thayer 2nd graders, where zero percent of students entered second grade reading on grade level in 2020. Math showed similar declines, with summer learning loss causing about 40% of students to drop below grade level. About half of the K-8 students in reading and math who needed tier two intervention moved to needing tier 3 intervention. The summer learning loss continued to be more pronounced than it had been before COVID over summer 2021. Primary students reading on grade level in the spring, fell about 35 percentage points when they returned in the fall. Math declined around 35% for the primary grades. Upper grades had less summer learning loss, but it was elevated from the pre-COVID trends. At all grades, it was noticeable that students were not gaining as much ground as usual during the school year, as measured by the winter AIMS web. We believe this is because of the extremely elevated Chronic Absenteeism rate, which has risen to 37.1% during COVID. ACT average composite scores showed a decline by one point from 2019 to 2021.

COVID-19 has caused increased absenteeism in the district. In 2018-19 our daily attendance was 94.8% and chronic absenteeism 14.4%. This deteriorated in 2019-20, with our daily attendance falling to 94.1% and chronic absenteeism increasing to 17.3%. In 2020-21, daily attendance fell to 90.3% and chronic absenteeism climbed to 37.1%.

**How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year? (Provide specific references to evidence-based interventions that meet one of the four tiers of evidence, as defined in Sec. 8101(21) of ESEA)**

To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic.

It is important to note that due to a decline in enrollment that accompanied the pandemic, the district would be forced to increase class size by reducing 2 staff positions. Our smallest class sizes happen to be in the primary grades, so these would have been the grade levels impacted by staffing reductions. Given the AIMSweb data showing alarming learning loss in the fall of 2020 in the primary grades, ESSER funds will enable class sizes at the primary levels to be staffed at a ratio below 1:15, where research indicates that smaller class size does make an impact by providing for more individualized instruction.

Furthermore, these additional certified staff members allow for a more robust intervention program by allowing for additional small groups of students to be staffed by a certified staff members during reading and math intervention times. This strategy is designed to ensure these students are at or above grade level by the end of the 2nd or 3rd grade year, where research indicates that the odds will be significantly increased that these students will remain on grade level throughout their K-12 career.

The district has come to rely heavily on instructional software applications and 1:1 technologies purchased with ESSER I and at-risk funds during the pandemic. We have discovered that a number of Chromebook devices have reached the end of the useful life as they can no longer be upgraded to run the applications we have come to depend upon. Those older Chromebooks will need to be replaced at a rate that outstrips out current technology replacement plan.

1. 2 Primary Classroom Teachers – salary and benefits from Aug 2022 through June 2024.

2. Extended School Year – preK-12 summer school staff and supplies as per below

? Certified Instructional Staff Salaries and Benefits

? Classified Instruction Staff Salaries and Benefits

? Classified Non-Instructional Staff (custodial, transportation

? Summer Utilities (additional costs required to keep buildings operating during summer months)

? Transportation Costs

? Instructional Materials and Supplies

3. Internet – additional bandwidth to allow for greater use of 1:1 technology and streaming that the district has utilized since the pandemic

4. Technology Equipment – Chromebook replacements

5. Professional Learning – ensuring that teachers maintain and increase their use of research-based instructional strategies and use of data to inform their Tier 1 instruction and Tiered Interventions and can be responsive to the social-emotional needs of students who continue to suffer mental health impacts from the pandemic.

The effectiveness of this plan will be monitored as a part of the district's overall Tiered Intervention Program and KESA school improvement process. For details, see section 9 of this application.

## **How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?**

After the 20% set-aside has been spent as described above, the remaining funds will be spent on things necessary to maintain the health and safety of students, staff, and visitors. This includes custodial salaries necessary to maintain the level of cleaning and sanitation to maintain CDC guidelines in the buildings. Extra hours of nursing will be used to assess student health, perform required testing to reduce days of quarantine. Equipment and supplies necessary for the custodial and nursing staff to carry out these pandemic related functions will also be provided with ESSER III funds. retention incentive will be provided to non-administrative faculty and staff to ensure continuity of instruction and critical operations throughout the pandemic and endemic. The remaining funds will be spent on the air quality improvement projects. The funds will purchase a VRF system and rooftop units to introduce fresh air into the elementary schools, as well as provide filtration of fine particles to reduce the transmission of COVID-19 and other air-borne illnesses. It should be noted that the high school had such a system already in place prior to the start of the pandemic. Details are below:

- 1.5 custodial staff – salaries and benefits
- Custodial Supplies and Equipment
- Additional hours of Nursing – salary and benefits
- Nursing and PPE Supplies and Equipment
- Air Quality Improvement – HVAC upgrades

**How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

The effectiveness of this plan will be monitored as a part of the district’s overall Tiered Intervention Program and KESA school improvement process. Data to be used for plan monitoring and decision-making includes the following:

- AIMSweb (3 times a year)
- KS Interim Assessments
- ACT
- WorkKeys
- CTC Survey data
- Number, Duration, and Nature of visits to Social Worker and Counseling Staff (reported as aggregate data by SEL staff to maintain student confidentiality)
- Attendance Data
- Additional data produced by interventions utilized below

Evidence-Based Programs to be utilized as part of this plan include the following (programs and assessments are being paid through non-ESSER funds)

- Progress Monitoring (weekly, monthly, quarterly)
- IXL
- 95% Group
- Heggerty Phonemic Awareness
- Read Naturally
- Guided Reading Assessment (3 times annually)
- Envision Math
- MTSS
- Starfall
- ABC Math

## Allocations

	Direct Allocation	True Up Allocation	Total Allocation		20% Minimum
ESSER III Allocations	\$2,527,521	\$0	\$2,527,521	ESSER III Allocations	\$505,505
Approved Total	\$786,813	\$0	\$786,813	Approved Total	\$536,033
Amount Left	\$1,740,708	\$0	\$1,740,708	Amount Still Needed	\$0
In Review Total	\$1,740,708	\$0	\$1,740,708	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
447-3-0050	Direct	False	4700	450	14	\$1,740,708	Task Force Review
447-3-0051	Direct	False	2500	220	15	\$76	Approved
447-3-0001	Direct	True	1000	260	12	\$1,830	Approved
447-3-0002	Direct	True	1000	120	11A	\$30,500	Approved
447-3-0003	Direct	True	1000	220	11A	\$2,335	Approved
447-3-0004	Direct	True	1000	260	11A	\$305	Approved
447-3-0005	Direct	True	2400	220	11A	\$345	Approved
447-3-0006	Direct	True	2400	260	11A	\$45	Approved
447-3-0007	Direct	True	2600	620	11A	\$28,000	Approved
447-3-0008	Direct	True	1000	600	11A	\$25,500	Approved
447-3-0009	Direct	True	2700	120	11A	\$2,000	Approved
447-3-0010	Direct	True	2700	220	11A	\$154	Approved
447-3-0011	Direct	True	2700	260	11A	\$20	Approved
447-3-0012	Direct	True	2700	626	11A	\$1,200	Approved
447-3-0013	Direct	False	2600	120	16	\$50,500	Approved
447-3-0014	Direct	False	2600	220	16	\$3,864	Approved
447-3-0015	Direct	False	2600	210	16	\$26,400	Approved
447-3-0016	Direct	False	2600	260	16	\$505	Approved
447-3-0017	Direct	True	2230	300	9	\$10,000	Approved
447-3-0018	Direct	False	2130	120	16	\$8,600	Approved
447-3-0019	Direct	False	2130	200	16	\$86	Approved
447-3-0020	Direct	True	1000	700	9	\$52,500	Approved
447-3-0021	Direct	True	1000	110	11A	\$126,000	Approved
447-3-0022	Direct	True	1000	220	11A	\$9,639	Approved
447-3-0023	Direct	True	1000	260	11A	\$1,260	Approved
447-3-0024	Direct	True	1000	270	11A	\$1,260	Approved
447-3-0025	Direct	True	1000	270	12	\$1,820	Approved
447-3-0026	Direct	True	1000	270	11A	\$305	Approved
447-3-0027	Direct	True	2700	270	11A	\$20	Approved
447-3-0028	Direct	False	2600	270	16	\$505	Approved

447-3-0029	Direct	False	2130	270	16	\$86	Approved
447-3-0030	Direct	False	2130	600	16	\$0	Approved
447-3-0033	Direct	True	1000	320	1A	\$7,500	Approved
447-3-0034	Direct	False	2600	600	7	\$12,500	Approved
447-3-0035	Direct	False	2600	700	7	\$15,000	Approved
447-3-0036	Direct	False	2500	120	15	\$1,000	Approved
447-3-0037	Direct	False	3100	120	15	\$13,000	Approved
447-3-0038	Direct	False	1000	100	15	\$71,000	Approved
447-3-0039	Direct	False	1000	120	15	\$17,000	Approved
447-3-0040	Direct	False	2400	120	15	\$9,000	Approved
447-3-0041	Direct	False	2130	120	15	\$2,000	Approved
447-3-0042	Direct	False	2600	120	15	\$13,000	Approved
447-3-0043	Direct	False	2700	120	15	\$6,000	Approved
447-3-0044	Direct	True	1000	100	12	\$183,000	Approved
447-3-0045	Direct	True	1000	220	12	\$14,000	Approved
447-3-0046	Direct	True	1000	210	12	\$31,950	Approved
447-3-0047	Direct	True	2400	120	11A	\$4,500	Approved
447-3-0048	Direct	False	2130	220	16	\$658	Approved
447-3-0049	Direct	True	2400	270	11A	\$45	Approved

## Line Item Details

Line Item ID: 447-3-0050

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Building Improvements

**Account Number**

73100

**Function Code**

4700 - Building Improvements

**Object Code**

450 - Construction Services (Outside Contractors)

**Allowable Use**

14 - Inspection, testing, maintenance, repair, replacement and upgrade projects to improve the indoor air quality in school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Update HVAC units to improve air quality and reduce the risk of virus transmission and exposure and or increase food storage space for food supply chain shortages due to COVID

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$1,740,708
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$0
<b>Total Expenditures</b>	<u>\$1,740,708</u>

**Status**

Task Force Review

**Line Item Comment from KSDE**

Per narrative: "The funds will purchase a VRF system and rooftop units to introduce fresh air into the elementary schools, as well as provide filtration of fine particles to reduce the transmission of COVID-19 and other air-borne illnesses. It should be noted that the high school had such a system already in place prior to the start of the pandemic."  
Allowable if CDC guidelines are met. Capital Improvement documentation required.

Line Item ID: 447-3-0051

**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**

ESSER3 Tech FICA

**Account Number**

73520

**Function Code**

2500 - Central Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

\$500 to each staff member for retention due to Covid

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$38**Budgeted Expenditures in SFY 2024** \$38**Total Expenditures** \$76**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "retention incentive will be provided to non-administrative faculty and staff to ensure continuity of instruction and critical operations throughout the pandemic and endemic."

Line Item ID: 447-3-0001

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Teacher Unemployment

**Account Number**

73140

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss: Regular School Year Reduced Class Size to catch up instructional loss due to COVID 19

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$900**Budgeted Expenditures in SFY 2024** \$930**Total Expenditures** \$1,830**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic. It is important to note that due to a decline in enrollment that accompanied the pandemic, the district would be forced to increase class size by reducing 2 staff positions. Our smallest class sizes happen to be in the primary grades, so these would have been the grade levels impacted by staffing reductions."

Line Item ID: 447-3-0002

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Para Salaries

**Account Number**

73160

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss: Summer School to catch up instructional loss due to COVID 19, and additional lunchroom and other supervision necessary due to social distancing and spaces utilized for meal service

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$8,500
<b>Budgeted Expenditures in SFY 2023</b>	\$8,500
<b>Budgeted Expenditures in SFY 2024</b>	\$13,500
<b>Total Expenditures</b>	<u>\$30,500</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

Line Item ID: 447-3-0003

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Para FICA

**Account Number**

73170

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss: Summer School to catch up instructional loss due to COVID 19, and additional lunchroom and other supervision necessary due to social distancing and spaces utilized for meal service for all populations in the Summer School programming, Serving SPED and At-Risk populations. This budget line is tied directly to the approved salary line. This budget line is the FICA and FCAM lines tied to salaries during Summer School.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$651
<b>Budgeted Expenditures in SFY 2023</b>	\$651
<b>Budgeted Expenditures in SFY 2024</b>	\$1,033
<b>Total Expenditures</b>	\$2,335

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

Line Item ID: 447-3-0004

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Para Unemployment

**Account Number**

73180

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss: Summer School to catch up instructional loss due to COVID 19, and additional lunchroom and other supervision necessary due to social distancing and spaces utilized for meal service for all populations in the Summer School programming, Serving SPED and At-Risk populations. This budget line is tied directly to the approved salary line. This budget line is the FICA and FCAM lines tied to salaries during Summer School.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$85
<b>Budgeted Expenditures in SFY 2023</b>	\$85
<b>Budgeted Expenditures in SFY 2024</b>	\$135
<b>Total Expenditures</b>	\$305

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

This line item may be allowable under the 80% but does not qualify as part of the 20% Learning Loss.

Line Item ID: 447-3-0005

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Clerical FICA

**Account Number**

73210

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss: Summer School Support Staff to catch up instructional loss due to COVID 19

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$115**Budgeted Expenditures in SFY 2024** \$230**Total Expenditures** \$345**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

Line Item ID: 447-3-0006

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Clerical Unemployment

**Account Number**

73220

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss: Summer School Support Staff to catch up instructional loss due to COVID 19

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$15**Budgeted Expenditures in SFY 2024** \$30**Total Expenditures** \$45**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

Line Item ID: 447-3-0007

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Summer School Utilities

**Account Number**

73380

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

620 - Energy

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss: Energy necessary to operate buildings for summer school to catch up instructional loss due to COVID 19

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$13,500**Budgeted Expenditures in SFY 2024** \$14,500**Total Expenditures** \$28,000**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic." 4/19/22 Per applicant; this amount has been calculated to be the difference between typical summer spending and spending overages due to Covid 19.

Line Item ID: 447-3-0008

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Instructional Supplies

**Account Number**

73400

**Function Code**

1000 - Instruction

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss: Instructional Supplies to operate summer school to catch up instructional loss due to COVID 19

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$8,500**Budgeted Expenditures in SFY 2023** \$8,500**Budgeted Expenditures in SFY 2024** \$8,500**Total Expenditures** \$25,500**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

Line Item ID: 447-3-0009

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Transportation Salaries

**Account Number**

73330

**Function Code**

2700 - Student Transportation Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss:Transportation costs for Summer School to catch up instructional loss due to COVID 19

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$1,000
<b>Budgeted Expenditures in SFY 2024</b>	\$1,000
<b>Total Expenditures</b>	<u>\$2,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

Line Item ID: 447-3-0010

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Transportation FICA

**Account Number**

73340

**Function Code**

2700 - Student Transportation Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss:Transportation costs for Summer School to catch up instructional loss due to COVID 19

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$77**Budgeted Expenditures in SFY 2024** \$77**Total Expenditures** \$154**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

Line Item ID: 447-3-0011

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Transportation Unemployment

**Account Number**

73350

**Function Code**

2700 - Student Transportation Services

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss:Transportation costs for Summer School to catch up instructional loss due to COVID 19

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10**Budgeted Expenditures in SFY 2024** \$10**Total Expenditures** \$20**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

Line Item ID: 447-3-0012

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Transportation Fuel

**Account Number**

73370

**Function Code**

2700 - Student Transportation Services

**Object Code**

626 - Gasoline

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss:Transportation costs for Summer School to catch up instructional loss due to COVID 19

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$500**Budgeted Expenditures in SFY 2024** \$700**Total Expenditures** \$1,200**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

Line Item ID: 447-3-0013

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Custodial Salaries

**Account Number**

73280

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional Custodial Staff to maintain desired level of clean related to COVID 19 sanitation of the building and equipment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$25,000**Budgeted Expenditures in SFY 2024** \$25,500**Total Expenditures** \$50,500**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "After the 20% set-aside has been spent as described above, the remaining funds will be spent on things necessary to maintain the health and safety of students, staff, and visitors. This includes custodial salaries necessary to maintain the level of cleaning and sanitation to maintain CDC guidelines in the buildings."

Line Item ID: 447-3-0014

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Custodial FICA

**Account Number**

73290

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Custodial Staff to maintain desired level of clean related to COVID 19 sanitation of the building and equipment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,913**Budgeted Expenditures in SFY 2024** \$1,951**Total Expenditures** \$3,864**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "After the 20% set-aside has been spent as described above, the remaining funds will be spent on things necessary to maintain the health and safety of students, staff, and visitors. This includes custodial salaries necessary to maintain the level of cleaning and sanitation to maintain CDC guidelines in the buildings."

Line Item ID: 447-3-0015

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Custodial Benefits

**Account Number**

73300

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

210 - Group Insurance

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional Custodial Staff to maintain desired level of clean related to COVID 19 sanitation of the building and equipment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$13,200**Budgeted Expenditures in SFY 2024** \$13,200**Total Expenditures** \$26,400**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "After the 20% set-aside has been spent as described above, the remaining funds will be spent on things necessary to maintain the health and safety of students, staff, and visitors. This includes custodial salaries necessary to maintain the level of cleaning and sanitation to maintain CDC guidelines in the buildings."

Line Item ID: 447-3-0016

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Custodial Unemployment

**Account Number**

73310

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional Custodial Staff to maintain desired level of clean related to COVID 19 sanitation of the building and equipment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$250**Budgeted Expenditures in SFY 2024** \$255**Total Expenditures** \$505**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "After the 20% set-aside has been spent as described above, the remaining funds will be spent on things necessary to maintain the health and safety of students, staff, and visitors. This includes custodial salaries necessary to maintain the level of cleaning and sanitation to maintain CDC guidelines in the buildings."

Line Item ID: 447-3-0017

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Internet

**Account Number**

73390

**Function Code**

2230 -

**Object Code**300 - PURCHASED PROFESSIONAL  
AND TECHNICAL SERVICES**Allowable Use**9 - Purchasing educational technology  
(including hardware, software, and  
connectivity) for the LEA's students.**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss: Additional 1G of internet service to allow greater access to and use of instructional technology by our SPED and At-Risk populations for summer school and after-school programming specific to the diagnostic and guided reading program that is designed for these special populations. e.g. Aims-Web. This extra service allows for better streaming on campus specific to our SPED and At-Risk populations and will provide better service should remote learning be required again.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$0
<b>Budgeted Expenditures in SFY 2023</b>	\$0
<b>Budgeted Expenditures in SFY 2024</b>	\$10,000
<b>Total Expenditures</b>	\$10,000

**Status**

Approved

Line Item ID: 447-3-0018

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Nursing Salary

**Account Number**

73240

**Function Code**

2130 - Health Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

16 - Other activities necessary to maintain LEA 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 nursing time (part-time nurse) to assist with student health needs, contact tracing, and record-keeping resulting from COVID 19

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$8,600
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<b>Total Expenditures</b>	<u>\$8,600</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Extra hours of nursing will be used to assess student health, perform required testing to reduce days of quarantine. Equipment and supplies necessary for the custodial and nursing staff to carry out these pandemic related functions will also be provided with ESSER III funds."

Line Item ID: 447-3-0019

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Nursing Unemployment

**Account Number**

73260

**Function Code**

2130 - Health Services

**Object Code**

200 - EMPLOYEE BENEFITS

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional nursing time (part-time nurse) to assist with student health needs, contact tracing, and record-keeping resulting from COVID 19

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$86
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<b>Total Expenditures</b>	<u>\$86</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Extra hours of nursing will be used to assess student health, perform required testing to reduce days of quarantine. Equipment and supplies necessary for the custodial and nursing staff to carry out these pandemic related functions will also be provided with ESSER III funds."

Line Item ID: 447-3-0020

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Technology Equipment

**Account Number**

73410

**Function Code**

1000 - Instruction

**Object Code**

700 - PROPERTY

**Allowable Use**

9 - Purchasing educational technology (including hardware, software, and connectivity) for the LEA's students.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss: Chromebooks purchase during Summer School for student populations such as SPED and At-Risk Student who are working to remediate learning and back to grade level during these summer school and after school programs. Additionally, lost and damaged Chromebooks due to remote learning usage caused by COVID 19. Chromebook upgrades are also necessary for students to be able to access and run learning loss applications such as Aims-Web and other evidence based instructional learning platforms.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$7,500
<b>Budgeted Expenditures in SFY 2023</b>	\$20,000
<b>Budgeted Expenditures in SFY 2024</b>	\$25,000
<b>Total Expenditures</b>	<u>\$52,500</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "The district has come to rely heavily on instructional software applications and 1:1 technologies purchased with ESSER I and at-risk funds during the pandemic. We have discovered that a number of Chromebook devices have reached the end of the useful life as they can no longer be upgraded to run the applications we have come to depend upon. Those older Chromebooks will need to be replaced at a rate that outstrips out current technology replacement plan."

Line Item ID: 447-3-0021

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Teacher Salaries

**Account Number**

73110

**Function Code**

1000 - Instruction

**Object Code**

110 - Regular Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss: Summer School to catch up instructional loss due to COVID 19

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$30,000**Budgeted Expenditures in SFY 2023** \$42,000**Budgeted Expenditures in SFY 2024** \$54,000**Total Expenditures** \$126,000**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

Line Item ID: 447-3-0022

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Teacher FICA

**Account Number**

73120

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss: Summer School to catch up instructional loss due to COVID 19

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$2,295**Budgeted Expenditures in SFY 2023** \$3,213**Budgeted Expenditures in SFY 2024** \$4,131**Total Expenditures** \$9,639**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

Line Item ID: 447-3-0023

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Teacher Unemployment

**Account Number**

73140

**Function Code**

1000 - Instruction

**Object Code**

260 - Unemployment Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss: Summer School to catch up instructional loss due to COVID 19

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$300**Budgeted Expenditures in SFY 2023** \$420**Budgeted Expenditures in SFY 2024** \$540**Total Expenditures** \$1,260**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

Line Item ID: 447-3-0024

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Teacher Work Comp

**Account Number**

73150

**Function Code**

1000 - Instruction

**Object Code**

270 - Worker's Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss: Summer School to catch up instructional loss due to COVID 19

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$300**Budgeted Expenditures in SFY 2023** \$420**Budgeted Expenditures in SFY 2024** \$540**Total Expenditures** \$1,260**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

Line Item ID: 447-3-0025

**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**

ESSER3 Teacher Work Comp

**Account Number**

73150

**Function Code**

1000 - Instruction

**Object Code**

270 - Worker's Compensation

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss: Regular School Year Reduced Class Size to catch up instructional loss due to COVID 19

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$900**Budgeted Expenditures in SFY 2024** \$920**Total Expenditures** \$1,820**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic. It is important to note that due to a decline in enrollment that accompanied the pandemic, the district would be forced to increase class size by reducing 2 staff positions. Our smallest class sizes happen to be in the primary grades, so these would have been the grade levels impacted by staffing reductions."

Line Item ID: 447-3-0026

**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**

ESSER3 Para Work Comp

**Account Number**

73190

**Function Code**

1000 - Instruction

**Object Code**

270 - Worker's Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss: Summer School to catch up instructional loss due to COVID 19

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$85**Budgeted Expenditures in SFY 2023** \$85**Budgeted Expenditures in SFY 2024** \$135**Total Expenditures** \$305**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

Line Item ID: 447-3-0027

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Transportation Work Comp

**Account Number**

73360

**Function Code**

2700 - Student Transportation Services

**Object Code**

270 - Worker's Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss: Summer School to catch up instructional loss due to COVID 19

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$10**Budgeted Expenditures in SFY 2024** \$10**Total Expenditures** \$20**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

Line Item ID: 447-3-0028

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Custodial Work Comp

**Account Number**

73320

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

270 - Worker's Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional Custodial Staff to maintain desired level of clean related to COVID 19 sanitation of the building and equipment

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$250**Budgeted Expenditures in SFY 2024** \$255**Total Expenditures** \$505**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "After the 20% set-aside has been spent as described above, the remaining funds will be spent on things necessary to maintain the health and safety of students, staff, and visitors. This includes custodial salaries necessary to maintain the level of cleaning and sanitation to maintain CDC guidelines in the buildings."

Line Item ID: 447-3-0029

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Nursing Work Comp

**Account Number**

73270

**Function Code**

2130 - Health Services

**Object Code**

270 - Worker's Compensation

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional nursing time (part-time nurse) to assist with student health needs, contact tracing, and record-keeping resulting from COVID 19

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$86
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<b>Total Expenditures</b>	<u>\$86</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Extra hours of nursing will be used to assess student health, perform required testing to reduce days of quarantine. Equipment and supplies necessary for the custodial and nursing staff to carry out these pandemic related functions will also be provided with ESSER III funds."

Line Item ID: 447-3-0030

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Health Supplies

**Account Number**

73430

**Function Code**

2130 - Health Services

**Object Code**

600 - SUPPLIES AND MATERIALS

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

PPE and other health supplies necessary to protect students and staff from 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** \$0**Total Expenditures** \$0**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Extra hours of nursing will be used to assess student health, perform required testing to reduce days of quarantine. Equipment and supplies necessary for the custodial and nursing staff to carry out these pandemic related functions will also be provided with ESSER III funds."

Line Item ID: 447-3-0033

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Inservice and Training

**Account Number**

73450

**Function Code**

1000 - Instruction

**Object Code**

320 - Professional-Education Services

**Allowable Use**

1A - Any activity authorized by the Elementary and Secondary Education Act of 1965.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss: Professional Development for teachers related to use of data to diagnose student learning needs, use of new assessment tools, and providing better social-emotional instruction to students to assist in overcoming damage to learning and mental health caused by COVID 19 and interruption to learning.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
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<b>Budgeted Expenditures in SFY 2022</b>	\$0
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<b>Budgeted Expenditures in SFY 2023</b>	\$0
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<b>Budgeted Expenditures in SFY 2024</b>	\$7,500
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<b>Total Expenditures</b>	<u>\$7,500</u>
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**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Professional Learning – ensuring that teachers maintain and increase their use of research-based instructional strategies and use of data to inform their Tier 1 instruction and Tiered Interventions and can be responsive to the social-emotional needs of students who continue to suffer mental health impacts from the pandemic."

Line Item ID: 447-3-0034

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**ESSER3 Maintenance and Custodial  
Supplies**Account Number**

73460

**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**

Supplies such as sanitizers, disinfectants, air filters to maintain a healthy environment free from COVID 19

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$5,000**Budgeted Expenditures in SFY 2024** \$7,500**Total Expenditures** \$12,500**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Equipment and supplies necessary for the custodial and nursing staff to carry out these pandemic related functions will also be provided with ESSER III funds." o For any line-item referencing a equipment over \$5,000 ? This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)

Line Item ID: 447-3-0035

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**ESSER3 Maintenance and Custodial  
Equipment**Account Number**

73470

**Function Code**2600 - Operation and Maintenance of  
Plant Services (All except  
Transportation)**Object Code**

700 - PROPERTY

**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 equipment used to clean and sanitize building - eletrostatic foggers, scrubbers, etc.

<b>Budgeted Expenditures in SFY 2021</b>	\$0
<b>Budgeted Expenditures in SFY 2022</b>	\$5,000
<b>Budgeted Expenditures in SFY 2023</b>	\$5,000
<b>Budgeted Expenditures in SFY 2024</b>	\$5,000
<b>Total Expenditures</b>	<u>\$15,000</u>

**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Equipment and supplies necessary for the custodial and nursing staff to carry out these pandemic related functions will also be provided with ESSER III funds." o For any line-item referencing a equipment over \$5,000 ? This requires prior approval with the Equipment Purchase Form this can be found at Form 9-311-166 (ksde.org)

Line Item ID: 447-3-0036

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Tech Salaries

**Account Number**

73510

**Function Code**

2500 - Central Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

\$500 to each staff member for retention due to Covid

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$500**Budgeted Expenditures in SFY 2024** \$500**Total Expenditures** \$1,000**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "retention incentive will be provided to non-administrative faculty and staff to ensure continuity of instruction and critical operations throughout the pandemic and endemic."

Line Item ID: 447-3-0037

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Food Svc Salary

**Account Number**

73480

**Function Code**

3100 - Food Service Operations

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

\$500 to each staff member for retention due to Covid

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,500**Budgeted Expenditures in SFY 2024** \$6,500**Total Expenditures** \$13,000**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "retention incentive will be provided to non-administrative faculty and staff to ensure continuity of instruction and critical operations throughout the pandemic and endemic."

Line Item ID: 447-3-0038

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Teacher Salaries

**Account Number**

73110

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

\$500 to each staff member for retention due to Covid

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$35,500**Budgeted Expenditures in SFY 2024** \$35,500**Total Expenditures** \$71,000**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "retention incentive will be provided to non-administrative faculty and staff to ensure continuity of instruction and critical operations throughout the pandemic and endemic."

Line Item ID: 447-3-0039

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Para Salaries

**Account Number**

73160

**Function Code**

1000 - Instruction

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

\$500 to each staff member for retention due to Covid

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$8,500**Budgeted Expenditures in SFY 2024** \$8,500**Total Expenditures** \$17,000**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "retention incentive will be provided to non-administrative faculty and staff to ensure continuity of instruction and critical operations throughout the pandemic and endemic."

Line Item ID: 447-3-0040

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Clerical Salary

**Account Number**

73200

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

\$500 to each staff member for retention due to Covid

**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 Comment from KSDE**

Per narrative, "retention incentive will be provided to non-administrative faculty and staff to ensure continuity of instruction and critical operations throughout the pandemic and endemic."

Line Item ID: 447-3-0041

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Nursing Salary

**Account Number**

73240

**Function Code**

2130 - Health Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

\$500 to each staff member for retention due to Covid

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,000**Budgeted Expenditures in SFY 2024** \$1,000**Total Expenditures** \$2,000**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "retention incentive will be provided to non-administrative faculty and staff to ensure continuity of instruction and critical operations throughout the pandemic and endemic."

Line Item ID: 447-3-0042

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Custodial Salaries

**Account Number**

73280

**Function Code**

2600 - Operation and Maintenance of Plant Services (All except Transportation)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

\$500 to each staff member for retention due to Covid

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,500**Budgeted Expenditures in SFY 2024** \$6,500**Total Expenditures** \$13,000**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "retention incentive will be provided to non-administrative faculty and staff to ensure continuity of instruction and critical operations throughout the pandemic and endemic."

Line Item ID: 447-3-0043

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Transportation Salaries

**Account Number**

43330

**Function Code**

2700 - Student Transportation Services

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

15 - Developing strategies and implementing public health protocols for the reopening and operation of school facilities.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

\$500 to each staff member for retention due to Covid

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$3,000**Budgeted Expenditures in SFY 2024** \$3,000**Total Expenditures** \$6,000**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "retention incentive will be provided to non-administrative faculty and staff to ensure continuity of instruction and critical operations throughout the pandemic and endemic."

Line Item ID: 447-3-0044

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Teacher Salaries

**Account Number**

73110

**Function Code**

1000 - Instruction

**Object Code**

100 - Personal Services - Salaries

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss: Regular School Year Reduced Class Size to catch up instructional loss due to COVID 19

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$90,000**Budgeted Expenditures in SFY 2024** \$93,000**Total Expenditures** \$183,000**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic. It is important to note that due to a decline in enrollment that accompanied the pandemic, the district would be forced to increase class size by reducing 2 staff positions. Our smallest class sizes happen to be in the primary grades, so these would have been the grade levels impacted by staffing reductions."

Line Item ID: 447-3-0045

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Teacher FICA

**Account Number**

73110

**Function Code**

1000 - Instruction

**Object Code**

220 - Social Security Contributions

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss: Regular School Year Reduced Class Size to catch up instructional loss due to COVID 19

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$6,885**Budgeted Expenditures in SFY 2024** \$7,115**Total Expenditures** \$14,000**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic. It is important to note that due to a decline in enrollment that accompanied the pandemic, the district would be forced to increase class size by reducing 2 staff positions. Our smallest class sizes happen to be in the primary grades, so these would have been the grade levels impacted by staffing reductions."

Line Item ID: 447-3-0046

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Teacher Benefits

**Account Number**

73130

**Function Code**

1000 - Instruction

**Object Code**

210 - Group Insurance

**Allowable Use**

12 - Addressing learning loss among students, including vulnerable populations.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss: Regular School Year Reduced Class Size to catch up instructional loss due to COVID 19

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$14,950**Budgeted Expenditures in SFY 2024** \$17,000**Total Expenditures** \$31,950**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic. It is important to note that due to a decline in enrollment that accompanied the pandemic, the district would be forced to increase class size by reducing 2 staff positions. Our smallest class sizes happen to be in the primary grades, so these would have been the grade levels impacted by staffing reductions."

Line Item ID: 447-3-0047

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Clerical Salary

**Account Number**

73200

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

120 - Regular Non-Certified Salaries

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss: Summer School Support Staff to catch up instructional loss due to COVID 19

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$1,500**Budgeted Expenditures in SFY 2024** \$3,000**Total Expenditures** \$4,500**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."

Line Item ID: 447-3-0048

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

NO - this item is not marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Nursing FICA

**Account Number**

73250

**Function Code**

2130 - Health Services

**Object Code**

220 - Social Security Contributions

**Allowable Use**

16 - Other activities necessary to maintain LEA operations and services and employ existing LEA staff.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Additional nursing time (part-time nurse) to assist with student health needs, contact tracing, and record-keeping resulting from 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** \$658**Total Expenditures** \$658**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "Extra hours of nursing will be used to assess student health, perform required testing to reduce days of quarantine."

Line Item ID: 447-3-0049

**Allocation Type**

Direct Allocation

**Is this Item for the 20% Minimum Learning Loss Set Aside Expenditure**

YES - this item is marked for Learning Loss Set Aside Expenditure

**Account Name**

ESSER3 Secretary Work Comp

**Account Number**

73230

**Function Code**

2400 - Support Services (School Administration)

**Object Code**

270 - Worker's Compensation

**Allowable Use**

11A - Planning and implementing summer learning or enrichment programs.

**Please describe the expenditures within the account and how they will address a COVID-19 need**

Learning Loss: Summer School to catch up instructional loss due to COVID 19

**Budgeted Expenditures in SFY 2021** \$0**Budgeted Expenditures in SFY 2022** \$0**Budgeted Expenditures in SFY 2023** \$15**Budgeted Expenditures in SFY 2024** \$30**Total Expenditures** \$45**Status**

Approved

**Line Item Comment from KSDE**

Per narrative, "To address the unique learning struggles of each of our students caused by the pandemic, we will use ESSER III funds to fund the positions, additional summer salaries, supplies, and equipment listed below to ensure that all students receive the highest quality tier 1 instruction along with evidence-based tier interventions to meet their learning needs to overcome learning losses caused by COVID-19 and other factors that may or may not be related to the pandemic."