

# ***Kansas Public Schools***

## **Part 1: Strategies for Prevention and Mitigation of COVID**

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

COVID-19 and its variants have brought many challenges to Kansas Public Schools, but we are proud to have implemented safety measures that allowed us to keep our schools open during the 2020-2021 school year with only occasional school closures for deep cleaning and staff adjustments for the continuity of all school services.

In consultation with stakeholders and through surveys completed by various stakeholder groups, the following strategies/items have been identified as needs for Kansas Schools to continue to effectively serve our students, even in the event of the pandemic lingering into the 2021-2022 school year.

### ***ARP ESSER III Plan***

<b>ESSER III Project</b>	<b>Strategy/Item for Prevention &amp; Mitigation</b>
<b>Security cameras</b>	The purchase of additional cameras will allow administrators to monitor increased areas within and around the school sites to ensure that proper contact tracing is conducted and health protocols are followed.
<b>Repair and Replace HVAC</b>	Improve air quality and energy efficiency
<b>Cleaning Supplies &amp; Equipment</b>	Prevent possible spread of the virus with additional and appropriate chemicals, supplies, and equipment
<b>2 School Buses</b>	More Room to allow for more social distancing on Bus Routes

<b>Roofs</b>	<p>Roofs in disrepair are a health hazard for both students and staff in school buildings.</p> <p>Repairs will support student health by preventing undue exposure to environmental health hazards that could cause compromised immune systems at risk of virus contraction</p>
<b>Flooring</b>	<p>Replace flooring in the High School to be able to properly disinfect and prevent the spread of covid.</p>

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## ***ARP ESSER III Plan***

### **Part 2: Strategies for Addressing Learning Loss**

*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. At least 20% of the ARP ESSER III budget is required to be spent in this area.*

<b>ESSER III Project</b>	<b>Strategy for Addressing Learning Loss</b>
<b>Middle School Counselor</b>	Reduce the Counselor/ Student Ratio to more fully support the Social/ Emotional & Mental Health Needs of Students at All Levels by having a full-time counselor in each building: Elementary, Middle, and High School
<b>Elementary Reading Specialist</b>	Establish Multi-Tier Systems of Support; Provide direct Tier I and Tier II intervention services with most vulnerable students
<b>Educational online curriculum K-12 (Edgenuity)</b>	Educational 6-12 curriculum provided for virtual learners.
<b>Secondary math program (Delta Math)</b>	A secondary math resource for staff to address learning loss of students.
<b>Assessments to Track Student Progress and Identify Learning Gaps (STAR) KHS</b>	School wide assessment that accurately assesses students' academic progress.
<b>Reading Plus</b>	Reading technology program that assesses progress and applies evidence-based learning activities.

<b>Character Strong</b>	A program that supports the effectiveness of SEL in schools to increase students' academic success and college and career readiness.
<b>Teach Town</b>	Sped Program of instructional lessons for all subjects to use applied behavioral analysis to address learning loss of students.
<b>IXL</b>	Educational Pre k -5 curriculum provided for virtual learners.
<b>Instructional materials</b>	Instructional materials and resources that re-engage students and tools to address learning loss.
<b>Virtual special ed Outreach Teacher</b>	A teacher to address tier level learning for specialized student learning plans. Overseeing the virtual curriculum and working with the parent and student for academic success.

- Required minimum of 20% of the ARP ESSER III Allocation to address the impact of lost instructional time
- Planned projects using ARP ESSER III funds to address lost instructional time due to COVID = 83% of the ARP ESSER III Allocation

# ***Kansas Public Schools***

## ***ARP ESSER III Plan***

### **Part 3: Other ARP ESSER III Expenditures**

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

The planned projects in Kansas Schools ARP ESSER III Plan are all categorized in Part 1: Strategies for Prevention and Mitigation of COVID; or Part 2: Strategies for Addressing Learning Loss. We have no expenditures planned in the “Other” category.

<b>Expenditure</b>	<b>Allowable Use</b>
<b>Phone System</b>	The VOIP phone system will prepare us for COVID closures by providing effective communication with students, parents, and staff. Preparation and/or response efforts will be better communicated with this updated system.
<b>Replace Intercom Systems at the High School</b>	Functional intercoms are a requirement for security, communication, and safety for all staff & students. Effective and immediate communication with students and staff is vital in supporting student health needs. This improvement will reduce the risk of virus transmission due to immediate response in real time
<b>Instructional materials</b>	Instructional materials and resources that re-engage students and tools to address learning loss.

<b>Technology Automobile</b>	Technology vehicles allows us to respond to the needs of our students by being able to safely transport student devices to their designated sites or homes and respond to technology issues (either off site or on site). The use of the vehicles will reduce the risk of virus transmission and support student health needs.
<b>Technology Suburban</b>	Technology vehicles allows us to respond to the needs of our students by being able to safely transport student devices to their designated sites or homes and respond to technology issues (either off site or on site). The use of the vehicles will reduce the risk of virus

# *Kansas Public Schools*

## *ARP ESSER III Plan*

### **Part 4: Ensuring Most Vulnerable Populations Unique Needs Are Addressed**

*How the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented 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 Commitment to the Continuity of Excellence***

#### **Setting the Table to Support All Students with Extra Measures for the Most Vulnerable Populations**

<b>MVPs</b>	<b>Academic Needs</b>	<b>Social Needs</b>	<b>Emotional Needs</b>	<b>Mental Health Needs</b>
<b>All Students, including all races and ethnicities</b>	Implement evidence-based Tier 1 instruction.  Provide Tier 2 evidence-based supports for unfinished learning.  Provide Tier 3 tutoring as needed.	Assess schools' clubs and activities to open new opportunities for "belonging" to Vulnerable populations.  Engage families in the school's programs of academics and activities.  Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.	Implement Multi-Tiered Systems of Support Strategies. MTSS  Infuse Character Strong Curriculum throughout the school.	Provide school counseling program to meet emergent needs.  Refer to professional support through agencies.

<b>MVPs</b>	<b>Academic Needs</b>	<b>Social Needs</b>	<b>Emotional Needs</b>	<b>Mental Health Needs</b>
<b>Students of Low-Socioeconomics</b>	<p>Provide devices and connectivity for virtual learning as needed.</p> <p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 support for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p>	<p>Assess food security and provide added nutrition as needed through donations.</p> <p>Assess schools' clubs and activities to open new opportunities for "belonging" to Vulnerable populations</p> <p>Engage families in the school's programs of academics and activities.</p>	<p>Implement Multi-Tiered Systems of Support Strategies. MTSS</p> <p>Infuse Character Strong Curriculum throughout the school.</p>	<p>Added Counselor position:</p> <p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies.</p>
<b>English Learners</b>	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>Summer and After-School programs designed for Els</p>	<p>Assess schools' clubs and activities to open new opportunities for "belonging" to Vulnerable populations.</p> <p>Engage families in the school's programs of academics and activities.</p> <p>Provide translation services for school's communications and documents through Apps, translators, and online services.</p> <p>Establish opportunities for the diversity of cultures to be highlighted, celebrated, and respected.</p> <p>Provide community classes for parents and extended family.</p>	<p>Implement Multi-Tiered Systems of Support Strategies. MTSS</p> <p>Infuse Character Strong Curriculum throughout the school.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies.</p>



<b>MVPs</b>	<b>Academic Needs</b>	<b>Social Needs</b>	<b>Emotional Needs</b>	<b>Mental Health Needs</b>
<b>Students with Disabilities</b>	<p>Interventionist: Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p> <p>Provide adaptive technology to close the Homework Gap for Student with Disabilities.</p> <p>Provide in-person learning for SWDs during Remote Learning days as possible.</p> <p>Recognize students for their academic achievements.</p>	<p>Assess schools' clubs and activities to open new opportunities for "belonging" to Vulnerable populations.</p> <p>Assess barriers to participation in clubs, activities, and organizations.</p> <p>Outline plans to remove barriers for inclusion of students with disabilities in the school's culture and activities.</p> <p>Engage families in the school's programs of academics and activities.</p> <p>Intentionally seek ways for SWDs to be awarded for accomplishments. Celebrate successes with equal enthusiasm, such as Special Olympics send-offs and celebrations.</p>	<p>Implement Multi-Tiered Systems of Support Strategies. MTSS</p> <p>Infuse Character Strong Curriculum throughout the school.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies.</p>
<b>MVPs</b>	<b>Academic Needs</b>	<b>Social Needs</b>	<b>Emotional Needs</b>	<b>Mental Health Needs</b>
<b>Students Experiencing Homelessness</b>	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p>	<p>Assess schools' clubs and activities to open new opportunities for "belonging" to Vulnerable populations.</p> <p>Assess barriers to participation in</p>	<p>Implement Multi-Tiered Systems of Support Strategies. MTSS</p> <p>Infuse Character Strong Curriculum throughout the school.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies.</p>

	<p>The district will make every effort to receive school records from previous schools.</p> <p>Full or partial credit will be awarded to students for coursework completed before enrollment. Online coursework will be used to recover credits.</p>	<p>clubs, activities, and organizations.</p> <p>Outline plans to remove barriers for inclusion of homeless students in the school's culture and activities.</p> <p>Engage families and significant adults in the school's programs of academics and activities.</p>		
<b>Children in Foster Care</b>	<p>Implement evidence-based Tier 1 instruction.</p> <p>Provide Tier 2 supports for unfinished learning.</p> <p>Provide Tier 3 tutoring as needed.</p>	<p>Assess food security and provide added nutrition as needed through donations.</p> <p>Assess schools' clubs and activities to open new opportunities for "belonging" to Vulnerable populations.</p>	<p>Implement Multi-Tiered Systems of Support Strategies. MTSS</p> <p>Infuse Character Strong Curriculum throughout the school.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies.</p>
<b>Migratory Students (KPS currently does not have any migratory students)</b>	<p>Identify any migratory students at the point of enrollment.</p> <p>Assess for learning targets.</p> <p>Implement Tier I, II, and III Instruction as needed.</p>	<p>Assess food security and provide added nutrition as needed through donations.</p> <p>Assess schools' clubs and activities to open new opportunities for "belonging" to Vulnerable populations.</p>	<p>Implement Multi-Tiered Systems of Support Strategies. MTSS</p> <p>Infuse Character Strong Curriculum throughout the school.</p>	<p>Provide school counseling program to meet emergent needs.</p> <p>Refer to professional support through agencies.</p>