Section: Narratives - Assessing Impacts and Needs

LEA ARP ESSER APPLICATION

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by Local Education Agencies (LEAs), schools, and educators to support students during the COVID-19 pandemic. The application below requests information from LEAs about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts, (3) Specific elements in the LEA Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B. As used in this application, "the LEA" refers to the Grantee defined in the Grant Agreement.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the LEA application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

Section I: Assessing Impacts and Needs

In this first section, LEAs are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the LEA's promising practices in supporting student needs since March 2020.

Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local

assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	Data Analysis
Chronic Absenteeism	Data Analysis
Student Engagement	Teacher Observations and Evaluations
Social-emotional Well-being	Referrals for guidance counseling, Student Assistance Program (SAP), school-based mental health team referrals, and Chapter 14 and Chapter 15 referrals for Special Education and 504 Plans.
Other Indicators	

Documenting Disproportionate Impacts

2. Identify **at least three student** groups in the LEA that faced particularly significant impacts from the pandemic. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Universal screeners and progress monitoring will be used to measure growth. Counselor and teacher observations and consultations will be used to enhance efforts to know students on a deeper level to determine and address their needs. Small counseling groups and outside mental health providers offer counseling and individual therapy on-site.
Students from low-income families	Universal screeners and progress monitoring will be used to measure growth. Counselor and teacher observations and consultations will be used to enhance efforts to know students on a deeper level to determine and address their needs. Small counseling groups and outside mental health providers offer counseling and individual therapy on-site.
	Universal screeners and progress monitoring will

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	be used to measure growth. Counselor and teacher observations and consultations will be used to enhance efforts to know students on a deeper level to determine and address their needs. Small counseling groups and outside mental health providers offer counseling and individual therapy on-site.

Reflecting on Local Strategies

3. Provide the LEA's assessment of the top two or three strategies that have been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Include at least one strategy addressing **academic needs** and at least one strategy addressing **social-emotional needs**.

	Strategy Description
Strategy #1	Community School-Based Behavioral Health Services (CSBBH team) services are voluntary mental health services for children and youth (up to age 21) with a severe emotional and/or behavioral problem that interferes with their functioning at school, at home, or in the community. Treatment is focused on the needs and strengths of the family and the child and promotes overall health and wellness. Services are provided as needed in the school, your home, and in the community. Services can occur in the day, the evening, and on weekends.

    i. **Impacts that Strategy #1 best addresses:** (select all that apply)

☑ **Academic impact of lost instructional time**

☑ **Chronic absenteeism**

☑ **Student engagement**

☑ **Social-emotional well-being**

☐ **Other impact**

    ii. **If Other is selected above, please provide the description here:**

    iii. **Student group(s) that Strategy #1 most effectively supports:** (select all that apply)

☑ **Students from low-income families**

☑ **Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)**

☑ **Gender (e.g., identifying disparities and focusing on underserved student groups by gender)**

☑ **English learners**

☑ **Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))**

☑ **Students experiencing homelessness**

☑ **Children and youth in foster care**

☐ **Migrant students**

☐ **Other student groups: (provide description below)**

   iv. **If Other is selected above, please provide the description here.**

Reflecting on Local Strategies: **Strategy #2**

	Strategy Description
Strategy #2	Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed.

   i. **Impacts that Strategy #2 best addresses:** (select all that apply)

☑ **Academic impact of lost instructional time**

☑ **Chronic absenteeism**

☑ **Student engagement**

☑ **Social-emotional well-being**

☐ **Other impact**

   ii. **If Other is selected above, please provide the description here:**

iii. **Student group(s) that Strategy #2 most effectively supports:** (select all that apply)

☑ **Students from low-income families**

☑ **Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)**

☑ **Gender (e.g., identifying disparities and focusing on underserved student groups by gender)**

☑ **English learners**

☑ **Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))**

☑ **Students experiencing homelessness**

☑ **Children and youth in foster care**

☐ **Migrant students**

☐ **Other student groups: (provide description below)**

iv. **If Other is selected above, please provide the description here.**

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	Pennsylvania's Multi-Tiered System of Support (MTSS) is a standards-aligned, comprehensive school improvement framework designed to enhance academic, behavioral, and social-emotional learning outcomes for ALL students using a continuum of evidence-based practices and technically adequate assessment measures. The components of Pennsylvania's MTSS framework include high-quality standards-aligned core instruction, universal screening, shared ownership, data-based decision-making within a tiered service delivery model, family engagement, and ongoing context embedded professional learning.

i. **Impacts that Strategy #3 best addresses:** (select all that apply)

☑ **Academic Impact of Lost Instructional Time**

☑ **Chronic absenteeism**

☑ **Student engagement**

☑ **Social-emotional well-being**

☐ **Other impact**

ii. **If Other is selected above, please provide the description here:**

iii. **Student group(s) that Strategy #3 most effectively supports:** (select all that apply)

☑ **Students from low-income families**

☑ **Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)**

☑ **Gender (e.g., identifying disparities and focusing on underserved student groups by gender)**

☑ **English learners**

☑ **Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))**

☑ **Students experiencing homelessness**

☑ **Children and youth in foster care**

☐ **Migrant students**

☐ **Other student groups: (provide description below)**

iv. **If Other is selected above, please provide the description here:**

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

In this second section, LEAs are asked to provide information on how stakeholders will be engaged in planning for the use of ARP ESSER funds, how stakeholder input will be utilized, and how the LEA will make its LEA Plan for the Use of ARP ESSER Funds transparent to the public—all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

4. Stakeholder Engagement

Describe how the LEA, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders. **(3,000 characters max)**

> (Stakeholders include students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the LEA, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

The LEA engaged stakeholders from various stakeholders - students, families, administrators, teachers, board members, and union representation. A formal meeting was held and an agenda was prepared and followed. Stakeholders provided input for allocation of funding to address the academic impact of the loss of instructional time, chronic absenteeism, student engagement, and social-emotional well-being.

5. Use of Stakeholder Input

Describe how the LEA has taken or will take stakeholder and public input into account in the development of the LEA Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

The LEA held a formal meeting with all stakeholder groups. Parents, administrators, teachers, students, board members, and union members were all representatives in attendance. The meeting addressed the purpose of the funds and the rules of expenditure. A conversation regarding the needs of the district and prioritization of those needs were addressed.

6. Public Access to LEA Plan for the Use of ARP ESSER Funds

Describe the process for development, approval, and making public the LEA Plan for the Use of ARP ESSER Funds. The LEA Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

The LEA held a formal meeting with all stakeholder groups. Parents, administrators, teachers, students, board members, and union members were all representatives in attendance. The meeting addressed the purpose of the funds and the rules of expenditure. A conversation regarding the needs of the district and prioritization of those needs were addressed. Following the stakeholder meeting, administrators compiled the information gathered from the formal meeting. The result of this meeting will be shared at a monthly Board Workshop and approved at the monthly Board Meeting.

Section: Narratives - Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

Section III: Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

In this third section, LEAs are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the LEA plan for the use of ARP ESSER funds , beginning with the minimum 20 percent reservation, to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

Instructions: For both (a) the 20 percent reservation to address the impact of lost instructional time and (b) remaining funds, describe the LEA's principles for emphasizing educational equity in expending ARP ESSER funds, including but not limited to:

- Responding to students' academic, social, emotional, and mental health needs, and addressing opportunity gaps that existed before—and were exacerbated by—the pandemic.
- Allocating funding to individual schools and for LEA-wide activities based on student need.
- Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.
- Taking steps to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the ARP ESSER-supported program, in compliance with the requirements of section 427 of GEPA (20 U.S.C. 1228a).
- Attending to sustainability of plans supported by non-recurring ARP ESSER funds beyond the ARP ESSER funding period.

7. Plan for 20 percent Reservation to Address the Impact of Lost Instructional Time (Learning Loss)

How will the LEA 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 programs? **(3,000 characters max)**

The response must include:

a. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the LEA has selected, and how the LEA will evaluate the impact of those interventions on an ongoing basis to determine effectiveness.
b. How the evidence-based interventions will specifically address the needs of student groups most disproportionately impacted.
c. The extent to which the LEA will use funds it reserves to identify, engage, and support (1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and (2) students who did not consistently participate in remote instruction when offered during school building closures.

The Mount Union Area School District will implement an after-school program for grades K-12 and a summer program for Grades K-5. Both programs will focus on Reading and Math. The district will use a universal screener to measure growth from the beginning to end of each program in Grades K-12. After-school tutoring will take place in our facility between the hours of 3:00 and 5:00. Snacks will be provided for students while engaged in hands-on activities to enhance their learning by highly qualified instructors. Summer school programming will take a camp-style approach where students will be engaged in hands-on activities in reading and math with various projects to enhance their learning. The integration of other subject areas will be a focus so that real-world problem solving will be the goal of instruction. Universal screening and progress monitoring data for each subgroup – students with disabilities, low socio-economic, and diverse racial groups – will be analyzed to ensure growth for each population of students. Each student in these categories will be observed by counselors and teachers to understand students on a deeper level to determine and address their needs. Small counseling groups and outside mental health providers will offer services on-site during after-school and summer programming.The LEA will utilize attendance records on our Student Information System (Power School) to identify students who did not engage in in-person and/or remote instruction. Students enrolled in our middle school Check-and-Connect Program will be included in this population of students as well. This group of students will be highly recommended for after-school tutoring and summer programming. We will engage students in reading and math instruction, based on their specific needs as identified by their universal screening data and ongoing progress monitoring. Activities will include hands-on, high-interest, collaborative tasks where projects will be used to measure achievement.

8. Plan for Remaining Funds *(funds not described under the question above)*

How will the LEA spend its remaining ARP ESSER funds including for each of the four fields below, as applicable? **(3,000 characters max)**

  a. Continuity of Services: How will the LEA use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
  b. Access to Instruction: How will the LEA use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
  c. Mitigation Strategies: How will the LEA use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff? Consider the LEA's Health and Safety Plan in developing the response.
  d. Facilities Improvements: How will the LEA use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the LEA's Health and Safety Plan in developing the response.

Continuity of Services:Curriculum will be purchased for multi-year subscriptions which will last beyond the lifetime of the ARP-ESSER grant. Curricular programming will include core programs and supplemental materials that are research-based and proven to make the greatest impact,

according to What Works Clearinghouse and the Florida Center for Reading Research. Pennsylvania's new evidence-based data base for curriculum and instructional strategies has also been included in our search for high quality curricular materials. We are finding that many of our intensive programs do not have adequate Tier 3 programming to address the needs of all our struggling learners. For example, our Tier 3 data shows that over 50% of our students are in this category in both reading and math at the elementary grades. The ARP-ESSER funds will be utilized for training our staff in the usage of new curriculum, enhancing learning strategies, and to improve teaching techniques. The LEA will also purchase textbooks so that each student has their own copy. Many of our classes have one set of texts that students must share with other sections of the same course. This not only becomes an instructional concern, but also the health and safety of our students.To address the high number of students not performing at grade level, additional reading and math specialists and a life skills teacher will be hired to provide high quality instruction to our most struggling students. An Educational Technology Coach and Computer Science teacher will be added to the staff to enhance 21st Century skills for our students. Funds from the ARP-ESSER grant will be used to obtain these positions.Access to Instruction:Utilizing a Multi-tiered System of Supports (MTSS) at the elementary level, will allow the district to focus on needs of all students with a heavy emphasis on those students aligned in needing our most intensive supports (Tier 3). To provide a more equitable opportunity in our supplemental curricular classes, equipment and supplies, including band instruments, will be purchased so that all students may participate with no worries of socio-economic status, racial or ethnic status, or those with learning disabilities. Funds will be used to continue our training in the MTSS model, utilizing services from our local intermediate unit as well as PaTTAN. Regarding improving attendance, the LEA plans to convert to a communication system that will provide daily notification to families of student absenteeism and tardiness. This new system will identify those students in jeopardy of meeting the school's attendance guidelines. Those found to be truant or on the path to truancy, will be referred to the newly hired social worker to consult in a 1:1 setting to discuss ways to improve each student's attendance rate. In addition, the social worker will also address the increased number of students experiencing mental health issues due to the pandemic. Training expenses will be included so that all necessary staff know how to use the new system with ease.The district has already acquired an addition to our Student Support System (SIS) that will identify students in jeopardy of not passing onto the next grade or those not on the path to graduation. This early warning system will assist the district in identifying those students who are habitually truant, have high incidences of poor decision-making/behavior, or have failing grades. The ARP-ESSER funds will assist with funding beyond our 1-year subscription service so that we can sustain this powerful tool in helping us prevent student failure and to enhance student success.Mitigation Strategies/Facilities Improvements: To continue our efforts with our local Health and Safety Plan, the district plans to address the air quality concerns by improving our HVAC system in our two elementary schools, the Agricultural area of our high school, and the locker rooms of our Junior-Senior High School. We plan to hire additional staffing to clean our facilities, focusing on high-touch areas such as desks, doorknobs, light switches, and water bottle filling stations. Beyond using funds to improve the air quality in all buildings, training will be provided on proper cleaning methods and operations of the HVAC systems. Due to the increase of behavioral incidences, the district plans to hire a School Resource Officer (SRO) to prevent future incidents. Funds from the ARP-ESSER grant will assist the district in hiring an SRO. Cafeteria tables, cafeteria chairs, choral risers, art tables, art stools, and elementary library chairs would be purchased to maintain social distancing procedures. Physical Education equipment and supplies will be purchased to decease the frequency of students using shared equipment. Due to product availability an additional walk-in

freezer is needed in the cafeteria area to store commodity product used for student breakfast/lunch program. To address health hazards associated with air quality new auditorium curtains would be purchased.

9. For LEAs with one or more Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) school only

Please verify consultation of the Evidence Resource Center in developing the LEA Plan for the Use of ARP ESSER Funds and provide a justification for any intervention that is not supported by tier 1, 2, 3, or 4 evidence. If the LEA does not include a school with a CSI or ATSI designation, indicate "Not Applicable." **(3,000 characters max)**

Not Applicable

10. 20% Reservation Calculation

Please enter your ARP ESSER total allocation amount and then click Save.
*Please ensure that your 20% (or greater) budgeted amount for Learning Loss is itemized in your Budget.

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	4,309,827	20%	861,965

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

In this fourth section, LEAs are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

11. Capacity for Data Collection and Reporting

LEAs must continuously monitor progress and adjust strategies as needed. Describe the LEA's capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	The LEA will utilize its new data collection tool, Performance Matters, to collect and organize data to track student achievement and growth. A universal screener will be utilized. Time will be allocated to data analysis during in-service days, Act 80 Days, and after-school sessions. MTSS data will be analyzed in Grades K-5 to adjust small group instruction (skill-based groups for those behind grade level). In Grades 6-8, the IXL Diagnostic data will be analyzed to determine areas of instructional focus for Reading and Math teachers. In Grades 9-12, attendance, behavioral, and academic data will be tracked to ensure students are on track for graduation.
Opportunity to learn measures (see help text)	Previous ESSER funding was utilized to purchase laptops for Grades 3-12 and iPads for Grades K-2, moving the district to a 1:1 initiative. Initial professional development was provided. However, more professional learning opportunities are needed to enhance the quality of in-person and remote instruction. The District utilizes a District-wide assessment calendar to ensure all students are universally screened and progress monitored. At the K-5 grade levels a school-wide assessment team approach is implemented. At the 6-12 grade levels, Classroom Diagnostic Tests (CDT's), developed by PDE, are given to all students enrolled in core subjects and Keystone-triggered courses.
Jobs created and retained (by number of FTEs and position type) (see help text)	Various jobs will be created as a result of ARP ESSER funding due to the increased student academic and social-emotional needs. Two FTE Reading and Mathematics Specialist positions will be added to both elementary buildings to improve student achievement and growth. Due to the previous elimination of a Life Skills position, these funds will allow the district to reinstate this full-time position. A FTE Educational Technology Coach and Computer Science teacher will be added to the staff to enhance 21st Century skills for our students. A FTE Social Worker will be hired to address the growing mental health needs of our students. Additional second shift, part-time cleaning staff will be added to ensure safe in-person instruction.
Participation in	The District will participate in summer camps providing door-to-door transportation for students to participate in highly engaging instructional math and reading activities. Lunch and snacks will be provided to the

	Data Collection and Analysis Plan (including plan to disaggregate data)
programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	participants. In addition, afterschool programs will be implemented in grades K-8 in reading and math to address learning loss. In grades 9-12 afterschool programming will focus on Algebra, Literature, and Biology standards to ensure students meet graduation requirements and are prepared for post-secondary opportunities in their chosen college, career, or military pathway. Snacks will be provided for all afterschool programming.

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

Please complete each of the following assurances prior to plan submission:

☑

The LEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the LEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools).

☑

The LEA will complete quarterly Federal Financial Accountability Transparency Act (FFATA) reports and comply with all PDE reporting requirements, including on matters such as:

- **How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;**
- **Overall plans and policies related to LEA support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;**
- **Data on each LEA's and school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;**
- **LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;**
- **LEA uses of funds to sustain and support access to LEA-supported early childhood education programs;**
- **Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);**
- **Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;**
- **Requirements under the FFATA; and**
- **Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER fund use.**

☑

The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals

available for interview and examination, upon the request of: (a) the United States Department of Education and/or its Inspector General; (b) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority; (c) the Pennsylvania Department of Education; and/or (d) the Pennsylvania Auditor General, Pennsylvania Inspector General, or any other state agency.

☑

Records pertaining to ARP ESSER Funds, including financial records related to the use of grant funds, will be tracked and retained separately from those records related to the LEA's use of other Federal funds, including ESSER I and ESSER II Funds.

☑

The LEA will maintain inventory records, purchase orders and receipts for equipment (over $5,000) purchased, all computing devices, and special purpose equipment ($300 - $4,999), and will conduct a physical inventory every two years. Please note: inventory of equipment purchased with federal funds must be broken out by funding source.

☑

Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

☑

The LEA will conduct its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race; color; national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the LEA must comply with all regulations, guidelines, and standards issued by the United States Department of Education under any of these statutes.

☑

The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA[1]. High poverty schools

are the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

[1]**Calculations for Maintenance of Equity: Per Pupil Funding from combined State and local funding = Total LEA funding from combined State and local funding for all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year.Full time equivalent staff = Total full-time equivalent staff in all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year.These calculations should be completed for all schools in the LEA as well as for high poverty schools in the LEA for FY 2021-22 and 2022-23. Reductions must not be greater for high poverty schools than for all schools in the LEA.**

☑

The LEA will implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act.

☑

The LEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from underserved racial or ethnic groups and gender groups, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, migrant students, and other groups disproportionately impacted by the pandemic that have been identified by the LEA) as required by section 2001(e)(1) of the ARP Act.

☑

The LEA will develop and make publicly available a Plan for the Safe Return to In-Person Instruction and Continuity of Services, hereinafter referred to as the LEA Health and Safety Plan, that complies with section 2001(i) of the ARP Act. The plan will be submitted to PDE, in a manner and form determined by PDE, no later than July 30, 2021.

☑

The LEA's Health and Safety Plan will include (1) how the LEA will, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date

guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety   of students, educators, and other staff; (2) how the LEA will ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which   may include student health and food services; (3) how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC: (a) universal and correct wearing of masks; (b) modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); (c) handwashing and respiratory etiquette; (d) cleaning and maintaining healthy facilities, including improving ventilation; (e) contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments; (f) diagnostic and screening testing; (g) efforts to provide vaccinations to school communities; (h) appropriate accommodations for children with disabilities with respect to health and safety policies; and (i) coordination with state and local health officials.

☑

The LEA will review its Health and Safety Plan at least every six months during the duration of the ARP ESSER grant period and make revisions as appropriate. When determining whether revisions are necessary, the LEA will take into consideration significant changes to CDC guidance on reopening schools and will seek public input and take public input into account.

☑

The LEA's Health and Safety Plan will be made publicly available on the LEA website and must be written in a language that parents/caregivers can understand or be orally translated for parent/caregivers and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability.

☑

The LEA will provide to PDE: (1) the URL(s) where the public can readily find data on school operating status; and (2) the URL(s) for the LEA websites where the public can find the LEA's Health and Safety plan as required under section 2001(i) of the ARP Act; and the LEA Plan for the Use of ARP ESSER Funds.

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

Please upload your LEA Health and Safety Plan below, and check the assurance indicating that you have completed your upload. Please name the file using your LEA name followed by Health and Safety Plan. example: "*LEA Name***-Health and Safety Plan"**

☑ **CHECK HERE - to assure that you have successfully uploaded your LEA Health and Safety Plan.**

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

$4,309,827.00

Allocation

$4,309,827.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$93,200.00	K-5 Math (Envision) 6 year bundle
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$6,147.90	Reflex & Frax Math (Gr. 2/3-5 in 3-yr)Grade 2 - 2 year subscription
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$36,000.00	ELA Core (JH) - Study Sync Renewal
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$12,000.00	ELA Core (2 Autism Rooms)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$61,070.00	Open Court Workbooks (3 years)
1200 - SPECIAL PROGRAMS – ELEMENTARY /	600 - Supplies	$18,672.00	95% Group (Phon. Lib) - 4 sets

Function	Object	Amount	Description
SECONDARY			
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$4,000.00	Labster (1 year)
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$11,663.97	Newsela (3 year)
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$24,000.00	IXL (3-yr./K-12 reading, math, science/3-12 social studies)
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$48,000.00	Study Sync (9-12)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$7,755.00	Hand2Mind Differentiated Centers (33)
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$1,879.20	iScience (1 year)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$9,352.20	Zaner Bloser Handwriting Books (K-5)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$33,600.00	Social Studies - Grades 3-5
1400 - Other			

Function	Object	Amount	Description
Instructional Programs – Elementary / Secondary	600 - Supplies	$20,000.00	Word Gen (Grades 7 & 8)
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$360.00	iFlat (Elementary Music/1 year)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$750.00	Mathematics for the Trades text (10)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$36,000.00	Middle School Science Series (Grades 6-8)
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$439.95	Heggerty Materials (Grade 3) 5 copies
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$4,800.00	Accomods (6-year subscription)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$18,400.00	Performance Matters (yearly fee)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$13,319.35	Acadience Reading and Math
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$125.00	K-5 Tech

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$39,995.00	Guided Reading Leveled Books
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$2,545.00	Turn It In
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$26,070.00	Guided Math Kits (h2m) - 33 sets
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$30,672.00	ESGI (6 year licenses)
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$2,926.50	NoRedInk (225 licenses)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$2,500.00	Connecting Math Concepts
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$2,500.00	Corrective Reading
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$1,000.00	Spelling Mastery
1200 - SPECIAL			

Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$2,500.00	Reading Mastery
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$2,500.00	Wilson
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$2,500.00	SRA Early Interventions in Reading
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$1,683.00	Braining Camp (1 year District-wide)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$2,500.00	Collins Writing Materials
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$36,000.00	Step Up to Writing
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$12,000.00	Scholastic Short Reads (STE - Grade 2 Level)
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$1,290.00	Brain Pop ($129/teacher for 10 teachers)
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$15,600.00	EdPuzzle (3 yr./District)

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$10,000.00	Additional Open Court Texts
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$40,000.00	Envision Math - Grade 6 (125)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$40,000.00	Envision Math - Grade 7 (125)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$40,000.00	Envision Math - Grade 8 (125)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$4,500.00	Vocab Books (450 copies)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$2,500.00	Art History Books (25 copies)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$2,500.00	Accounting II Text (Penn Highlands)
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$2,000.00	Stop the Clock (Gr. 3-5) - 3 year
1400 - Other			

Function	Object	Amount	Description
Instructional Programs – Elementary / Secondary	600 - Supplies	$300.00	Quizziz - 3 year
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$16,200.00	Acadience Math Data Management - 3 year
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$64,260.00	Acadience Reading Data Management - 3 year
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$6,000.00	Acadience Math Screener Booklets - 3 year
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$120,000.00	Lexia/IReady - 2 year
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$18,000.00	Elevate Science Consumable Kits - 3 years
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$12,000.00	Pre-Algebra Texts (130 copies)
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$18,331.41	Music Supplies
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$39,500.00	Hand2Mind (Guided Math - 50)

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$14,400.00	Guided Math Workbooks (1 year)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$4,400.00	Moby Max (110 licenses/renewal)
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$16,000.00	eSpark (Grades K-1) - 2 year
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$5,865.00	Next Step Guided Reading Assessment Kits (12)
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$10,000.00	3D Printer (Elementary STREAM)
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$19,200.00	Dreambox (Grade K-1) - 2 year
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$12,960.00	Leveled Books (STE - lower levels)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$1,922.00	ESL Guided Reading Books
1400 - Other			

Function	Object	Amount	Description
Instructional Programs – Elementary / Secondary	600 - Supplies	$3,000.00	K-5 Teacher Library Computers
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$10,000.00	SEL (Social emotional learning)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$100,000.00	Summer Programming STREAM/STEM materials
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$85,000.00	Computer Science curriculum
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$50,000.00	Physical Education equipment and supplies
		$1,415,154.48	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

$4,309,827.00

Allocation

$4,309,827.00

Budget Over(Under) Allocation

$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	$900,000.00	HVAC - Kistler & Shirley Township Elementary Buildings
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	$30,000.00	HVAC - Agricultural Area High School
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	$30,000.00	HVAC - Locker Rooms High School
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	$10,000.00	Storage Shed Electricity
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT	700 - Property	$5,000.00	Existing Storage Shed - Install Concrete flooring

Function	Object	Amount	Description
SERVICES			
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	$15,000.00	Exhaust system - Fieldhouse
3100 - Food Services	700 - Property	$60,000.00	Walk-in Freezer - High School
3200 - Student Activities	700 - Property	$54,712.40	Choral Risers
3200 - Student Activities	600 - Supplies	$193,824.99	Band Instruments (Elementary/Secondary)
3200 - Student Activities	600 - Supplies	$16,100.00	Choral Robes (70 @ $200.00/robe)
3200 - Student Activities	700 - Property	$28,171.00	Auditorium Curtains (High School)
3200 - Student Activities	700 - Property	$25,000.00	Art Furniture (Junior/Senior High School)
3100 - Food Services	700 - Property	$2,204.00	Cafeteria Tables
3100 - Food Services	700 - Property	$5,000.00	Cafeteria Chairs (50 @ $100/chair)
3200 - Student Activities	700 - Property	$4,800.00	Elementary Library Chairs (48 @ $100/chair)
2200 - Staff Support Services	100 - Salaries	$45,000.00	Social Worker

Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	$64,000.00	SRO - School Resource Officer (G-Force)
2200 - Staff Support Services	100 - Salaries	$19,412.33	COVID cleaners (7 - 2 at Kistler, 2 at Shirley Township, 3 at High School)
2200 - Staff Support Services	100 - Salaries	$84,200.00	ELA Specialists (2)
2200 - Staff Support Services	100 - Salaries	$84,200.00	Math Specialists (2)
2000 - SUPPORT SERVICES	500 - Other Purchased Services	$10,000.00	Staff recruitment (ZipRecruiter/Applitrak/Indeed)
2200 - Staff Support Services	100 - Salaries	$42,100.00	Life Skills Teacher (Shirley Township Elementary) Salary reflects Bachelor's Step 1
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	$5,000.00	PowerSchool Parent Communication Call System
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	$7,930.00	Class Link Renewal
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	$3,592.50	Destiny Library Software
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$16,000.00	Professional Development on Student Accounting System - PowerSchool

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$500.00	Professional Development on PowerGrade
2200 - Staff Support Services	500 - Other Purchased Services	$76,608.00	Curriculum Writing (133 teachers x 3 days)
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$12,000.00	Professional Development on Performance Matters
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$24,000.00	ELA Professional Development provided by Diane Hubona
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$24,000.00	Math Professional Development provided by Paul Riccomini
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$8,000.00	Science Professional Development provided by Penny Wright
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$2,000.00	Accomods Professional Development provided by Tim Kretchman
2200 - Staff Support Services	600 - Supplies	$3,500.00	Books-Disruptive Thinking ($26.42 each)
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$650.00	Smartboard Training
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$650.00	Promethean Board Training

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$8,000.00	Professional Development Open Court (Blue Band/2 Days)
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$4,000.00	Elevate Science Training
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$4,000.00	Study Sync Training (6-12)
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$4,000.00	Graded Math Training
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$4,000.00	Graded Reading Training
2200 - Staff Support Services	200 - Benefits	$20,000.00	Curriculum Writing Benefits
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$3,592.50	Performance Matters Analytics Training
2200 - Staff Support Services	200 - Benefits	$83,707.08	ELA Specialists (2)
2200 - Staff Support Services	200 - Benefits	$83,707.08	Math Specialists (2)
2200 - Staff Support Services	200 - Benefits	$41,853.54	Life Skills Teacher (Shirley Township Elementary)
2200 - Staff Support Services	100 - Salaries	$30,720.00	12 Summer School Teachers (Grades K-5) @ $32.00/hour (3 hours/day for 5 weeks

Function	Object	Amount	Description
			Monday - Thursday) plus 1 hour prep/day
2200 - Staff Support Services	100 - Salaries	$10,240.00	4 Summer School Teachers (Grades 6-8) @ $32.00/hour (3 hours/day for 5 weeks Monday - Thursday) plus 1 hour prep/day (1 ELA teacher, 1 Math teacher, 2 Special Education teachers)
3100 - Food Services	600 - Supplies	$4,320.00	Snacks and paper products
2700 - Student Transportation	500 - Other Purchased Services	$30,000.00	Door-to-door transportation for K-8 Summer School
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	$20,000.00	Supplement materials for Summer School Programming
2200 - Staff Support Services	100 - Salaries	$76,800.00	Afterschool programming (Grades K-12) (3 teachers at High School, 5 teachers at Junior High School, 6 teachers at K-2, 6 teachers at 3-5) 2 hour timeframe - 2 days/week (October/November Session 20 days) (January/February Session 20 days) (March/April Session 20 days)
2200 - Staff Support Services	200 - Benefits	$10,000.00	Summer School Programming Teacher Benefits

Function	Object	Amount	Description
2200 - Staff Support Services	200 - Benefits	$15,000.00	AfterSchool Programming Teacher Benefits
2200 - Staff Support Services	100 - Salaries	$1,920.00	1 Counselor for Summer School Programming $32.00/hour (3 hours/day for 5 weeks Monday - Thursday)
2200 - Staff Support Services	500 - Other Purchased Services	$295,400.00	All staff (211) one-time supplemental pay for additional duties due to the impact of the pandemic on school operations.
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	$62,350.02	Additional technology to support 1:1 initiative
2200 - Staff Support Services	100 - Salaries	$42,100.00	Addition of a Computer Science Teacher to meet state guidelines. Salary represents Step 1 Bachelor's
2200 - Staff Support Services	200 - Benefits	$41,853.54	Addition of a Computer Science Teacher to meet state guidelines. Benefits Step 1 Bachelor's
2200 - Staff Support Services	100 - Salaries	$42,100.00	Technology Coach salary - assist teachers with technology integration, lead professional development in educational technology, and provide program management and

Function	Object	Amount	Description
			support.
2200 - Staff Support Services	200 - Benefits	$41,853.54	Technology Coach benefits - assist teachers with technology integration, lead professional development in educational technology, and provide program management and support.
		$2,894,672.52	

Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$0.00	$0.00	$0.00	$640,726.45	$0.00	$640,726.45
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$0.00	$0.00	$0.00	$245,494.00	$0.00	$245,494.00
1300 CAREER AND TECHNICAL EDUCATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1400 Other Instructional Programs – Elementary / Secondary	$0.00	$0.00	$0.00	$0.00	$0.00	$528,934.03	$0.00	$528,934.03
1600 * ADULT EDUCATION PROGRAMS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1700 Higher Education Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1800 Pre-K	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2000 SUPPORT SERVICES	$0.00	$0.00	$16,522.50	$0.00	$10,000.00	$0.00	$0.00	$26,522.50
2100 SUPPORT SERVICES – STUDENTS	$0.00	$0.00	$0.00	$0.00	$0.00	$82,350.02	$0.00	$82,350.02
2200 Staff Support Services	$542,792.33	$337,974.78	$115,392.50	$0.00	$372,008.00	$3,500.00	$0.00	$1,371,667.61

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2400 Health Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2500 Business Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2600 Operation and Maintenance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2700 Student Transportation	$0.00	$0.00	$0.00	$0.00	$30,000.00	$0.00	$0.00	$30,000.00
2800 Central Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3100 Food Services	$0.00	$0.00	$0.00	$0.00	$0.00	$4,320.00	$67,204.00	$71,524.00
3200 Student Activities	$0.00	$0.00	$0.00	$0.00	$0.00	$209,924.99	$112,683.40	$322,608.39
3300 Community Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$990,000.00	$990,000.00
	$542,792.33	$337,974.78	$131,915.00	$0.00	$412,008.00	$1,715,249.49	$1,169,887.40	$4,309,827.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
							Final	$4,309,827.00