Section: Narratives - Program Description

INTRODUCTION

Under the Elementary and Secondary School Emergency Relief II Fund (ESSER II), authorized by the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, the Pennsylvania Department of Education (PDE) awards grants to School Districts and Charter Schools to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the state.

Please note: ESSER II funds **cannot** be used for: 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the LEAs, or 2) expenditures related to state or local teacher or faculty unions or associations. ESSER II funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

*ESSER II funds are not Title I funds and as such, are not subject to Title I rules.

Please explain how the LEA will determine its most important educational needs as a result of COVID-19. (3000 characters max)

The COVID-19 pandemic has forced all educational institutions to respond to unprecedented needs and demands. Most educators have never experienced such an impact on their daily responsibilities. The pandemic has impacted all involved in education--from custodians, to food service, to teachers and administrators. Communication and collaboration have never been more important to respond to the diverse demands presented from all levels and groups including students, parents, and community organizations. Several channels will be used to acquire feedback and input from all stakeholders to insure that educational needs are being identified and addressed by the collective members of the organization. Here are a few examples of the communication channels that will be used: *Administrative team meetings. All members of the district leadership team met weekly at the onset of the pandemic. These conversations were critical to identify needs across the district and develop emergency response plans to insure continuity of educational services for all students as well as react to information that was being received on a daily basis. These meetings have continued to occur on a bi-weekly basis. *Ongoing meetings with teachers. These meetings were held in the summer to review the responses that were put in place as well as discuss action plans for returning students to in-person learning. Teacher feedback continues to be critical in examining the ever-changing educational needs. Meetings with teacher continue to be held on a monthly basis or more frequently if the need arises. *Operational planning meetings. Bi-weekly meetings are held with those involved with operations across the district including athletics, transportation, food services, technology, maintenance, and safety and security. These conversations are vital to insure that the educational needs related to healthy, clean facilities, connectivity and technology, as well as transportation are being met. *Community engagement. Meetings with community partners continue to be a valuable source of information to discuss needs that have and continue to emerge as a result of COVID-19. Meetings often include members of local government, law enforcement, ministerium, and other support organizations (local IU representatives). These unique perspectives help the district identify areas that may not be easily identifiable but are important to serving the educational needs of the community. As you can see, determining the educational needs of the Hamburg

community is a collective effort. The process is on-going, involves members of many organizations with a variety of supporting roles, and is based on a holistic approach to support a variety of educational needs.

Please explain the LEA(s) proposed timeline for providing services and assistance to students and staff. (3000 characters max)

March/April 2020: Services to Hamburg families began immediately when schools were closed. A response plan was put in place to insure that all teachers and students had access to technology and were able to connect from home. Within the first few weeks, a plan was established to provide devices to all students and determine which families needed support with Internet connectivity. These homes were provided hot spot devices to support learning in the home. April/May 2020: The priority was to support learning. Once that plan had been developed and implemented, the focus shifted to providing services to support other family needs including meal distribution as well as social, emotional, and mental health. June/July/August 2020: The summer of 2020 was spent monitoring the changing situations and discussing: *Can students and staff return to in person learning? If so, what would this look like? *Should we consider a hybrid approach? What would this look like? *Should students remain completely virtual? August 2020: Parents were provided options for the learning environments available in 2020-2021. This included securing additional staff to provide adequate support for the increased number of families that selected a virtual platform. The district also had to provide secure additional licenses through third-party vendors to support the higher number of full-time virtual learners. These students also needed adequate hardware (laptops and printers) to support learning at home. Teachers also needed support at this time to adjust to in-person learning (social distancing and cleaning) as well be prepared for moves to virtual learning for extended periods of time when needed. This involved expanding our learning management system, allowing time for developing online activities, and providing teachers hardware devices to facilitate lessons that may include students learning in school and at home. We knew that it was a possibility that staff and/or students could test positive for COVID-19 and we had to be prepared. There was also a plan for staff/students that may need to quarantine and work/learn from home. All of these scenarios would require training, increased services (hardware and software), and a process for handling technology support. August 2020 to present: We continue to provide services and support to students and staff in many areas including, but not limited to: *providing access to learning management systems and digital tools to support in-person and virtual learning *providing access to online courses for full-time virtual learners *evaluating and increasing access to digital tools including diagnostic programs and online textbooks *evaluating connectivity in the home and providing solutions (devices) when necessary *monitoring staffing/hiring models to insure classrooms are supported and providing substitute coverage to the greatest extent possible

Please explain the extent to which the LEA intends to use ESSER II funds to promote remote learning. (3000 characters max)

Remote learning will be supported in a variety ways including, but not limited to: *Access to asynchronous courses provided through the district's virtual academy *Hot spot devices for those homes in need of Internet access *Learning management systems available for students

and staff to use K-12 *A device (iPad, Chromebook, or laptop) for every teacher and student to use *Access to digital content including online textbooks and digital tools (websites) to support learning *Dedicated staff member to facilitate virtual learning and support families and students that select virtual learning models

Please describe how the LEA intends to assess and address student learning gaps resulting from the disruption in educational services. (3000 characters max)

The first step in addressing any learning gaps is to identify the present levels of students. At the elementary level, learning progressions are used to chart a student's progress of skill acquisition in the areas of English language arts and math. These progressions are instrumental in allowing the student to articulate what they are learning and what will come next in their progression. The teachers can also use the progressions to identify what skills the students have acquired and provide a level of instruction that is appropriate. There are several key options that teachers have for identify current instructional levels. A benchmark assessment in reading is available to be used throughout the year. This information will allow teachers to identify present levels, compare progress from previous years/assessments, and use the assessment data to review any "gaps" that may exist. One of the primary tools used at the elementary level is the Jan Richardson--Next Step Guided Reading benchmark. The district also uses the STAR Reading assessment to identify current reading levels and track growth throughout the year. The district also maintains access to several digital tools that contain a diagnostic component as well as built-in learning paths designed to meet individual student needs. Examples of programs that we use to diagnose and provide prescriptive learning activities are: Imagine Learning-Literacy, iReady (Reading and Math), and iXL (ELA and math).

Please describe the LEA(s) proposed procedures for evaluating local COVID-19 impacts in relation to education programming and delivery. (3000 characters max)

Areas of emphasis should include:

- Documenting learning loss associated with extended school closure;
- Outlining the development of local continuity of education plans over the course of emergency response efforts; and
- Detailing supports for vulnerable student populations and families.

The Hamburg Area School District has been fortunate to offer full-time in-person learning to all families throughout the 2020-2021 and 2021-2022 school year. Most of our families have eagerly supported in-person instruction and are thankful that this opportunity has been provided. Therefore, we are able to closely monitor student progress on a regular basis. In most situations, our kids are in our classrooms every day. This doesn't mean there aren't concerns with COVID and how the pandemic has impacted learning. Our concerns first started when students learned from home in the months of March, April, and May 2020. Although everyone made great efforts to replicate a traditional classroom, it wasn't the same and there were some experiences that were different from what typically would have occurred.

Please describe the LEA core set of strategies that will be used to guide local investment of ESSER II funding, associated with short-range (*i.e.*, remainder of the 2020-21 school year)

and long-range (2021-22 and 2022-2023 school years) timelines. (3000 characters max)

These strategies may entail the establishment, scale-up, refinement, or evaluation of remote learning, as well as strategies for school-based teaching and learning responsive to conditions related to the pandemic. LEAs will be asked to outline how limited, ESSER II funding may support these initiatives and how these funds might interact with other federal funding, including enhanced Title IV flexibility, to ensure strategic and sustainable use of funds.

The Hamburg Area School District has been fortunate to offer full-time in-person learning to all families throughout the 2020-2021 and 2021-2022 school year. Most of our families have eagerly supported in-person instruction and are thankful that this opportunity has been provided. Therefore, we are able to closely monitor student progress on a regular basis. In most situations, our kids are in our classrooms every day. This doesn't meet there aren't concerns with COVID and how the pandemic has impacted learning. Our concerns first started when students learned from home in the months of March, April and May 2020. Although everyone made great efforts to replicate a traditional classroom, it was the same and there were some experiences that were different from what typically would have occurred. We were especially concerned about the students that did not participate in activities during this time and we continue to evaluate their progress. The students that chose a full-time virtual option and did not attend/participate regularly are another great concern. Some of these students have returned to in-person learning. Others have continued to express health and safety concerns and remain online with minimal participation. For the online students that have returned to a building, we continue to assess, document their progress, and intervene when necessary. The most vulnerable students have also received support based on their individual needs. Some have expressed concerns returning to in-person learning. For those families, online courses that are part of our virtual academy have been offered, if appropriate. When a traditional virtual course is not an option, the district has provided a customized remote learning option. This support involves a dedicated staff member to design a program and learning activities specific to the needs/goals addressed in the IEP. Some situations have led us to provide programs offered outside of the district to meet a student's specific learning needs.

Please describe specific plans, measures, and longer-term evaluative strategies concerning student learning gaps - as well as opportunity to learn factors - stemming from COVID-19. (3000 characters max)

In regards to measure learning gaps, we will continue to use our benchmark assessments as well as digital tools that diagnose and prescribe activities unique to the student's needs. Benchmark data is stored in our student information system which allows us to monitor progress over time and identify areas where gaps continue to exist and/or are not being resolved. The Hamburg Area School District also partners with community businesses and colleges to provide unique opportunities for students to learn. These "professional field experiences" are an additional strategy we have used to allow students to gain critical career development and workplace readiness skills that traditionally may not have been offered to high school students. In these instances, we have welcomed opportunities for students to participate in technical programs through Reading Area Community College, intern in local businesses, and develop a skill set to support them well beyond their high school year. Students that may have traditional "learning gaps" are provided opportunities to gain skills

specific to a career and have a more personal, meaningful high school experience. These programs and strategies will continue to be evaluated and adjusted to insure success.

Section: Narratives - Allowable Usage of Funds

ALLOWABLE USAGE OF FUNDS

Check the box before each intended acceptable use classification your LEA is applying to use ESSER II funds to support.

For additional information on cleaning and sanitizing your LEA, please visit the following resources:

CDC - Disinfectant Decision Tool website

CDC - Cleaning Guide website

*If your LEA is spending in an area authorized by the ESEA of 1965, please select option (1), then specify which sub-program(s) will be included by selecting from options "A - L".

☑ **(1) Any activity authorized by the ESEA of 1965.**

☐ **-(1a) Title I, Part A (Improving Basic Programs Operated by LEAs; Section 1003 school improvement)**

☐ **-(1b) Title I, Part C (Education of Migratory Children)**

☐ **-(1c) Title I, Part D (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)**

☐ **-(1d) Title II, Part A (Supporting Effective Instruction)**

☐ **-(1e) Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement)**

☐ **-(1f) Title IV, Part A (Student Support and Academic Enrichment Grants)**

☐ **-(1g) Title IV, Part B (21st Century Community Learning Centers)**

☐ **-(1h) Title V, Part B (Rural and Low-Income School Program)**

☐ **-(1i) Subtitle B of title VII of the McKinney Vento Homeless Assistance Act**

☑ **-(1j) The Individuals with Disabilities Education Act ("IDEA")**

☐ **-(1k) The Adult Education and Family Literacy Act**

☐ **-(1l) The Carl D. Perkins Career and Technical Education Act of 2006 ("the Perkins Act")**

☐ **(2) 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 COVID-19.**

☑ **(3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. See help text for example.**

☐ **(4) 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.**

☑ **(5) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies. See help text for example.**

☐ **(6) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases. (For helpful tips on cleaning and sanitizing your LEA, please visit CDC's website, links are provided in the question text above.) **Purchases of Personal Protective Equipment (PPE) are allowable, if not already purchased using ESSER.****

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

☑ **(8) Planning for and coordinating during long-term closures, including 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 IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.**

☑ **(9) 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.**

☑ **(10) Providing mental health services and supports.**

☐ **(11) 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.**

☑ **(12) 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.**

☐ **-(12a) 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.**

☑ **-(12b) Implementing evidence-based activities to meet the comprehensive needs of students.**

☑ **-(12c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.**

☐ **-(12d) Tracking student attendance and improving student engagement in distance education.**

☐ **(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.**

☐ **(14) 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.**

☐ **(15) 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.

Based on your selections above, please complete the table by identifying categories of usage, and providing a description of how your LEA will utilize the funds. The description has a maximum of 1000 characters.

For consortium applications, please include a line for each applicable LEA/Usage combination

LEA Name	Allowable Usage of Funds	Description (1000 max characters)
Hamburg Area School District	(1) Any activity authorized by the ESEA of 1965…	additional hours worked by Administrators, facilities staff, and nurses to maintain operations during COVID
Hamburg Area School District	(3) Providing principals and others school leaders with the resources…	Various supplies related to COVID
Hamburg Area School District	(5) Developing and implementing procedures and systems…	Salary and benefits for out Director of Safety and Security who coordinated the District's response to COVID; salaries for full-time substitute teachers needed to fill the teacher absences due to COVID
Hamburg Area School District	(7) Purchasing supplies to sanitize and clean…	Cleaning and disinfecting supplies and equipment to combat COVID
Hamburg Area School District	(8) Planning for and coordinating during long-term closures…	Transfer to Food Service fund for additional costs incurred providing meals to students during the pandemic
Hamburg Area School District	(9) Purchasing educational technology…	Software, hardware, and connectivity devices and services to enable students to particpate in virtual learning
Hamburg Area School District	(12) Addressing learning loss among students...	Training teachers to assess present instructional levels, use of learning progressions, and creation of instructional videos

LEA Name	Allowable Usage of Funds	Description (1000 max characters)
		aligned to individual learning needs.
Hamburg Area School District	-(12b) Implementing evidence-based activities.....	Provide technical training resources specific to the needs of high school students that align with career pathways.
Hamburg Area School District	-(12c) Providing information and assistance to parents and families...	Software to promote communication between school and home. Provide regular announcements to families to prepare for in-person and/or virtual learning.
Hamburg Area School District	(10) Providing mental health services and supports.	Hire additional school psychologist to work with students and parents to get our students the help they need.

Section: Narratives - ESSER II Fund Assurances

ESSER II FUND ASSURANCES

LEAs that receive more than $150,000 in CRRSA Act funds will complete quarterly FFATA reports, including the following data: (LEAs receiving less than $150,000 please select 'NO')

- The total amount of funds received, the amount spent or obligated for each project or activity,
- A detailed list of all projects or activities supported with CRRSA Act funds including:
  - Name
  - Description
  - Estimated number of jobs created or retained (where applicable)
- Detailed information on subcontracts and subgrantees, including FFATA data elements, as prescribed by OMB.

Yes

LEA will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with section 315 of Division M of the CRRSA Act. In addition, each entity that accepts funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. CRRSA Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

Yes

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 (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

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

Yes

LEA maintains inventory records, purchase orders and receipts for equipment (over $5,000) purchased, Computing Devices, 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.

Yes

The LEA will comply with all reporting requirements, including those in Section 15011 of the CARES Act and section 313(f) of the Division M of the CRRSA Act and submit required quarterly reports to the SEA

at such time and in such manner and containing such information as the SEA may subsequently require.

The report must provide a detailed accounting of the use of funds, including how the LEA is using funds to measure and address learning loss among students disproportionately affected by coronavirusand school closures, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. The SEA may require additional reporting in the future. (See also 2 CFR 200.328-200.329).

Yes

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).

Yes

To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take 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 program.

Yes

Section: Narratives - ESSER II Reporting

USES OF FUNDS

LEAs may be required to track the following expenses if they were selected in the Usage of Funds section.

- Purchasing educational technology (including hardware, software, and connectivity), which may include assistive technology or adaptive equipment
- Activities focused specifically to addressing the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth
- Providing mental health supports and services
- Sanitization and minimizing the spread of infectious diseases, including cleaning supplies and staff training to address sanitization and minimizing the spread of infectious diseases
- Summer learning and supplemental afterschool programs
- Other (uses of funds not included above)

I understand that I may have to report on the requirements listed above.

Yes

HOME INTERNET ACCESS

LEAs may be required to report on the types of services provided if funds were spent on home internet access (purchasing educational technology which includes connectivity) for students. Types of services may include any or all of the following:

- Mobile hotspots with paid data plans
- Internet connected devices with paid data plans
- District pays for the cost of home Internet subscription for student
- District provides home Internet access through a district-managed wireless network

I understand that I may have to report on the requirements listed above.

Yes

LEARNING DEVICES

LEAs may be required to report on the number of students that received devices per grade span (elementary vs. secondary) and the proportion based on total enrollment if funds were spent on learning devices for students.

I understand that I may have to report on the requirements listed above.

Yes

STUDENT PARTICIPATION AND ENGAGEMENT

LEAs may be required to report on all methods used to document student participation and engagement during remote learning if funds were used to develop, initiate and/or implement remote learning. Methods may include any or all of the following:

- Submission of assignments
- Participation in assessments
- Tracking student logins to online learning platforms
- Participation in individual coaching or check ins
- Participation in email, text or other electronic communication
- Participation in help lines or hot lines for help with remote learning
- Participation in synchronous online classes
- Other

I understand that I may have to report on the requirements listed above.

Yes

FULL TIME EQUIVALENT POSTIONS (FTE)

LEAs may be required to report the number of full-time equivalent (FTE) positions employed in the LEA. *(The number of FTE positions includes all staff regardless of whether the position is funded by Federal, State, local, or other funds—and equals the sum of the number of full-time positions plus the full-time equivalent of the number of part-time positions.)*

I understand that I may have to report on the requirements listed above.

Yes

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

$1,598,775.00

Allocation

$1,598,775.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$14,075.00	professional staff - extra hours worked due to COVID
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	$13,933.00	internet connectivity for students
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$205,961.00	supplies, software
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$1,175.00	professional staff - extra hours worked due to COVID
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$3,162.00	software
1100 - REGULAR			

Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$332,000.00	software for students
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	$37,500.00	internet connectivity for students
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$100,000.00	substitute teachers and aides
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$50,000.00	substitute teachers and aides
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	$229,500.00	tuition at out of district placement for three special ed students
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	$5,444.00	tuition for students who fell behind due to COVID
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$8,390.00	programs for virtual learning
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$6,075.00	professional staff - extra hours worked due to COVID
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$5,023.00	software for students

Function	Object	Amount	Description
		$1,012,238.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

$1,598,775.00

Allocation

$1,598,775.00

Budget Over(Under) Allocation

$0.00

SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$4,292.00	professional staff - extra hours worked
2100 - SUPPORT SERVICES – STUDENTS	500 - Other Purchased Services	$3,399.00	dues & fees
2200 - Staff Support Services	100 - Salaries	$4,896.00	professional staff - extra hours worked
2200 - Staff Support Services	500 - Other Purchased Services	$775.00	dues & fees
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$97.00	traininng & development
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	$24,743.00	admin - extra hours worked
2400 - Health Support Services	100 - Salaries	$25.00	professional staff - extra hours worked
2600 - Operation and Maintenance	100 - Salaries	$50,208.00	custodial staff - extra hours worked

Function	Object	Amount	Description
2600 - Operation and Maintenance	600 - Supplies	$18,514.00	COVID cleaning supplies
2700 - Student Transportation	600 - Supplies	$63.00	transportation supplies
2800 - Central Support Services	600 - Supplies	$1,157.00	technology supplies
3200 - Student Activities	100 - Salaries	$4,056.00	admin - extra hours worked
3200 - Student Activities	600 - Supplies	$370.00	COVID cleaning supplies
5000 - OTHER EXPENDITURES AND FINANCING USES	900 - Indirect Costs Rate	$86,965.00	transfer to food service for excess costs
2600 - Operation and Maintenance	100 - Salaries	$121,311.00	salary for Director of Safety & Security - coordination of preparedness and response efforts to COVID 19
2600 - Operation and Maintenance	200 - Benefits	$21,754.00	medical insurance for Director of Safety & Security - coordination of preparedness and response efforts to COVID 19
2600 - Operation and Maintenance	600 - Supplies	$5,703.00	COVID cleaning supplies
2600 - Operation and Maintenance	100 - Salaries	$5,409.00	custodial staff - extra hours worked
2400 - Health Support Services	100 - Salaries	$2,800.00	nursing staff - extra hours worked

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$180,000.00	salary for additional psychologist
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$50,000.00	medical insurance for additional psychologist
		$586,537.00	

Section: Budget - Budget Summary

Display a read-only table showing total budget and allocation amounts.

Budget

$1,598,775.00
Allocation

$1,598,775.00

Budget Over(Under) Allocation

$0.00

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	$20,150.00	$0.00	$100,000.00	$0.00	$56,877.00	$551,374.00	$0.00	$728,401.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$1,175.00	$0.00	$50,000.00	$0.00	$229,500.00	$3,162.00	$0.00	$283,837.00
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	$0.00	$0.00	$0.00
1600 * ADULT EDUCATION PROGRAMS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1700 Higher Education	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$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
Programs								
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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2100 SUPPORT SERVICES – STUDENTS	$184,292.00	$50,000.00	$0.00	$0.00	$3,399.00	$0.00	$0.00	$237,691.00
2200 Staff Support Services	$4,896.00	$0.00	$97.00	$0.00	$775.00	$0.00	$0.00	$5,768.00
2300 SUPPORT SERVICES – ADMINISTRATION	$24,743.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$24,743.00
2400 Health Support Services	$2,825.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,825.00
2500 Business Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2600 Operation and Maintenance	$176,928.00	$21,754.00	$0.00	$0.00	$0.00	$24,217.00	$0.00	$222,899.00
2700 Student Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$63.00	$0.00	$63.00
2800 Central Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$1,157.00	$0.00	$1,157.00
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	$0.00	$0.00	$0.00
3200 Student Activities	$4,056.00	$0.00	$0.00	$0.00	$0.00	$370.00	$0.00	$4,426.00

	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
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	$0.00	$0.00
	$419,065.00	$71,754.00	$150,097.00	$0.00	$290,551.00	$580,343.00	$0.00	$1,511,810.00
				Approved Indirect Cost/Operational Rate: 0.0000				$86,965.00
				Final				$1,598,775.00