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	Through the use of benchmark assessments and standards-aligned assessments, areas of academic loss have been identified across the District. In response to these losses, various interventions, such as reading remediation and peer tutoring have been implemented. Additional staff has been acquired to meet these needs.
Chronic Absenteeism	School counselors, principals, and teachers have closely monitored absenteeism among students. For the most part, attendance rates have remained above 90% on a regular basis. In instances of chronic absenteeism, other instructional methods have been offered to meet the needs of the students, whether they be Covid-related, mental-health related or other areas. After exhausting all options for one particular case, we sought assistance from the local magistrate and social services, which led to a positive outcome for the student and family.
Student Engagement	Despite limitations set forth by the pandemic, we have continued to keep close contact with our students through both asynchronous and synchronous instruction. The vast majority of our students have continued with in-person instruction; nonetheless, live interaction with teachers, counselors, and peers remained available to students learning remotely. Traditional programs and activities were modified to meet the needs of a virtual format to ensure maximum participation.
Social-emotional Well-being	The addition of a guidance intern has proven to be benficial to both students and staff. We have noticed an increasing need in mental health services, particularly at the junior-senior high level. At the elementary levels, we have seen an need for family counseling and related services. We have been vigilant in working with the students and families, as well as local support services to best support these children. We have also been committed to maintaining and growing our athletic and co-curricular programs as they are sources of "normalcy" for our students that promote positive social-emotional health. School dances were rescheduled and relocated to accommodate an outdoor and/or larger venue to ensure the safety of all involved.
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])	The District continued to deliver special education without interruption from March 2020 to present. All meetings -- IEP, 504, brainstorming, consultations, etc. -- were conducted virtually with our Tech Department ensuring that families had access to working technology in their homes. Live paraprofessional support was/is provided on a daily basis to qualifying students. Additionally, individualized tutoring support continues to be provided to students. For students whose exceptionalities limited their abilities to work virtually/online, the Special Educaton Department provided tangible materials (hard copies/paper and pencil) to the homes. Staff members would deliver and then pick up completed materials on a daily basis.
Students from low-income families	Since the beginning of the pandemic in March of 2020, the District began delivering free meals to all students. This has continued into the 2021-2022 school year for students who have elected to work remotely through our Online Campus. Our Transportation Department has a daily delivering schedule. Along with this, technology was made available, including Internet access and on-site support from our Tech Department, to families impacted by low-income circumstances. The District ensured that every student had access to working technology.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	One of the reasons our daily attendance rates remained high, and continue to remain high, is because of the aggressive effort set forth by District personnel in reaching the small group of students who seemingly "checked out" during the pandemic. We were vigilant in researching the cause for the disconnect -- mental health crisis, income issue, household hardship, physical ailment, etc. -- in order to best provide the support that the student(s) and/or family needed. Such implementations included "knock and talk"

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	visits from the District resource officer, phone calls from school counselors, teachers, and administrators, magisterial intervention, and crisis support intervention.

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	Specific staff were hired to provide remediation in areas where academic loss was identified.

   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	The addition of a guidance intern has proven to be benficial to both students and staff. We have noticed an increasing need in mental health services, particularly at the junior-senior high level. We have been vigilant in working with the students and families, as well as local support services to best support these children. We have also been committed to maintaining and growing our athletic and co-curricular programs as they are sources of "normalcy" for our students that promote positive social-emotional health. School dances were rescheduled and relocated to accommodate an outdoor and/or larger venue to ensure the safety of all involved. Additional activities that promote student and community engagement have been added, such as an outdoor drive-in movie night with fireworks and an outdoor powder puff football game. Additional activities that promote engagement and overall wellness are also being offered this spring, such as an intramural volleyball tournament. These co-curricular activities contribute to our attendance rates as students must be present in order to participate.

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	The District has seamlessly offered a cyber option for all students -- Grades K-12 -- since August 2020. While we encouraged our students to come to the building for in-person learning, we provided families the option to learn remotely throughout the pandemic, and is currently still offered. Through negotiations with our teachers' bargaining unit, we were able to provide time in the teachers' day for cyber preparations, in addition to a complete job description for a dedicated cyber teacher and support staff at the elementary level. Junior-senior high staff maintain the in-house cyber program as part of their daily schedule.

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.)

Various committee groups comprised of community stakeholders have been consulted, and will continue to be, in the areas of health, safety, wellness, special education, buildings and grounds, safety and security, technology, and curriculum-related matters. Their feedback drives the decision-making process at the District. Meetings are held both during the school day and evening hours to accommodate the schedules of all involved. District administration meets with representatives of the student body on a regular basis for their feedback on school-related matters, including food service, delivery of instruction, buildings and grounds, and more. Auxiliary groups, such as parent booster organizations, take part in regular discussions with District personnel on matters directly related to buildings and grounds as it relates to the needs of their organization/student group.

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)**

Throughout the pandemic, there has been an increase of parent/community involvement at Board meetings. Individuals present were (and will continue to be) given the opportunity to be heard. In addition to broadcasting the meetings in alternative locations with additional seating, we have relocated meetings to larger spaces on campus to accommodate the group size. Parents were surveyed prior to the return to the 2020-2021 school year to share their plans (virtual vs. in-person instruction), feedback, wants, and needs. These survey results guided the District when implementing a full-time in-house cyber school option. The data also

prompted the District to provide both before and after-school care for elementary students.

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)**

Our District website is updated on a regular basis. Additionally, our website receives a lot of traffic as our stakeholders are aware that our website is treated as our main communication hub. Our plan for the use of ARP ESSER funds will be prominently displayed on our COVID-19 page, as well as published as a feature article on the homepage.

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.

ARP funding allows the District to maintain in-person teaching faculty and staff despite lower in-person enrollment due to the high demand for cyber/remote learning services. As a result, the class sizes have been reduced by 5%, and without these funds, furloughs would have been necessary due to budgetary restraints. This has positively impacted student achievement through the use of smaller class sizes where teachers are able to differentiate instruction and target specific student needs in an effort to lessen the achievement gap. This has also provided the teachers with the opportunity to analyze and interpret student data (i.e., areas of strength and/or weakness) more closely in order to develop learning strategies moving forward, such as aimswebPLUS data analysis and other benchmark assessments. Professional staff members were assigned to identify, engage, and support students who have missed instruction and students who did not consistently participate in remote instruction when offered. This was done through the use of ongoing data collection, phone calls, site visits, and in-person conferences. These staff members were able to track student progress and content access in virtual settings by focusing on the online platform analytics on a daily and weekly basis. The combination of small class size and the addition of cyber supports has allowed professional staff members, as well as support staff, to better target individual student needs. Additionally, the District hired a certified teacher to work as a full-time paraprofessional to provide intensive reading remediation and tutoring for elementary students disproportionately impacted by the pandemic.

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.

NTSD will continue to operate a fully-functioning cyber school for students in all grade levels (K-12) to accommodate students unable to and/or choosing not to report to the building for instruction. This online learning platform mirrors that of the in-person curriculum ensuring that that students transitioning to and/or from the cyber school to the in-person setting, and vice versa, will be able to do so with minimal disruption, if any at all, to their academic progress.

The District also continues to operate an asynchronous online platform for in-person students to access coursework in the event of a temporary or extended absence from school for any reason. In order to make this a possibility for our students, funds have been, and will continue to be, invested in technology resources (Chromebooks, projectors, WiFi upgrades, telecommunication systems, etc.). We will also putting forth funds into a feasibility study for our buildings and grounds. We are hoping to enhance the current brick-and-mortar structure to accommodate more flexible learning spaces, larger learning spaces, and larger, more open community/gathering areas, as well as enhancing the ventilation and air quality systems.Neshannock Township School District hired a full-time, permanent teacher and full-time, permanent paraprofessional to be exclusively dedicated to our elementary cyber school - - Neshannock Online Campus (NOC). The District also created a full-time position to oversee and support NOC (Grades K-12), along with countless other responsibilities related to communication, technology, and instructional supervision and support. NTSD provides parents with the ability to choose the best learning format for their child -- in-person or cyber -- during these uncertain times, as well as moving forward into the future. Neshannock Online Campus curriculum mirrors that of the in-person curriculum; therefore, students transitioning to or from NOC/in-person setting have been able to (and continue to be able to) do so with minimal disruption, if any disruption at all, to their academic progress.

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	1,008,800	20%	201,760

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	Teachers continue to assess student learning through the use of benchmark assessments, curriculum-based assessments, standardized assessments, etc. This data is carefully reviewed by administration, school counselors, and teachers to identify areas of strength and weakness. Once areas of weakness and/or specific student groups experiencing loss have been identified, remediation services have been implemented. This has taken place in the form of peer tutoring, one-one-one instruction, small group instruction, and live support (both in-person and virtual) on a case by case basis.
Opportunity to learn measures (see help text)	Teachers of all grade levels began the school year doing thorough orientations of the online learning platforms -- Schoology and Google Classroom -- with their students. These mini-training sessions have been woven into the weekly activities to ensure that students continue to demonstrate appropriate knowledge and use of the systems in place. Students and their families were also provided video tutorials on accessing online content, completing work, and submitting work through said platforms. Teachers continue to receive training on web-based programs, digitizing content, and hosting live instruction virtually -- these training sessions have taken place in in-service settings, as well as one-on-one settings by appointment as needed. One-on-one support, provided by our technology department and faculty members, continues to be provided to students and their families with any technological needs.
Jobs created and retained (by number of FTEs and position type) (see help text)	The District created the position of a full-time elementary cyber teacher, a full-time elementary cyber paraprofessional, and a full-time administrator -- Director of Educational Services. Additionally, a longterm substitute teacher has been hired for the 2021-2022 to provide instruction to cyber students and remediation for students experiencing loss of learning. Without these funds and without the implementation of our own in-house cyber school, the increased expense of outside cyber charter schools, in combination with enrollment loss, would have forced the District to furlough full-time employees.

	Data Collection and Analysis Plan (including plan to disaggregate data)
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Our daily schedule was modified to lessen the number of students on the school buses at any given time. As a result of the staggered start times and impact on the families, we offered both before-school and after-school care programs for students in Grades K-6.

Error.

An error occurred while processing your request.

Controller:

GrantsManagementSectionPrint

Action:

SectionDetail

Exception:

System.InvalidOperationException: The context cannot be used while the model is being created. This exception may be thrown if the context is used inside the OnModelCreating method or if the same context instance is accessed by multiple threads concurrently. Note that instance members of DbContext and related classes are not guaranteed to be thread safe. at System.Data.Entity.Internal.LazyInternalContext.InitializeContext() at System.Data.Entity.Internal.InternalContext.GetEntitySetAndBaseTypeForType(Type entityType) at System.Data.Entity.Internal.Linq.InternalSet`1.Initialize() at System.Data.Entity.Internal.Linq.InternalSet`1.get_InternalContext() at System.Data.Entity.Infrastructure.DbQuery`1.System.Linq.IQueryable.get_Provider() at System.Linq.Queryable.Where[TSource](IQueryable`1 source, Expression`1 predicate) at eGrants.V5.DAL.GenericRepository`1.FindBy(Expression`1 predicate, Boolean includeActiveOnly, Func`2 orderBy, Pagination pagination) at eGrants.V5.BL.ServiceLayer.EntityDataService`1.FindBy(Expression`1 predicate, Boolean includeActiveOnly, Func`2 orderBy) at eGrants.V5.BL.GrantBuilderContentService.GetQuestionCalculation(Int32 grantProgramQuestionFK) at eGrants.V5.BL.GrantsManagementSectionService.GetProjectSection(Int32 grantProjectSectionPK, Int32 specialFunctionAgencyFK, Int32 specialFunctionPK, Int32 grantProgramQuestionId, ControlAccess SecurityMakeReadOnly, Boolean overrideEdit, Int32 specialFunctiontype, Boolean questionCompare) at eGrants.V5.Controllers.GrantsManagementSectionPrintController.SectionDetail(Int32 grantProjectSectionId, Int32 grantProjectAgencyId, Int32 agencyId) at lambda_method(Closure , ControllerBase , Object[]) at System.Web.Mvc.ReflectedActionDescriptor.Execute(ControllerContext controllerContext, IDictionary`2 parameters) at System.Web.Mvc.ControllerActionInvoker.InvokeActionMethod(ControllerContext controllerContext, ActionDescriptor actionDescriptor, IDictionary`2 parameters) at System.Web.Mvc.Async.AsyncControllerActionInvoker. <BeginInvokeSynchronousActionMethod>b__39(IAsyncResult asyncResult, ActionInvocation innerInvokeState) at System.Web.Mvc.Async.AsyncResultWrapper.WrappedAsyncResult`2.CallEndDelegate(IAsyncResult asyncResult) at System.Web.Mvc.Async.AsyncControllerActionInvoker.EndInvokeActionMethod(IAsyncResult asyncResult) at System.Web.Mvc.Async.AsyncControllerActionInvoker.AsyncInvocationWithFilters. <InvokeActionMethodFilterAsynchronouslyRecursive>b__3d() at System.Web.Mvc.Async.AsyncControllerActionInvoker.AsyncInvocationWithFilters.<>c__DisplayClass46. <InvokeActionMethodFilterAsynchronouslyRecursive>b__3f() at System.Web.Mvc.Async.AsyncControllerActionInvoker.EndInvokeActionMethodWithFilters(IAsyncResult asyncResult) at System.Web.Mvc.Async.AsyncControllerActionInvoker.<>c__DisplayClass21. <>c__DisplayClass2b.<BeginInvokeAction>b__1c() at System.Web.Mvc.Async.AsyncControllerActionInvoker. <>c__DisplayClass21.<BeginInvokeAction>b__1e(IAsyncResult asyncResult)

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

$1,008,800.00

Allocation

$1,008,800.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$149,856.36	Salaries to support supplemental instruction due to learning loss (20% Learning Loss) 2021-2022 and 2022-2023.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$51,903.64	Benefits to support supplemental instruction due to learning loss (20% Learning Loss) 2021-2022 and 2022-2023.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$115,509.00	Salaries for K-6 dedicated cyber teacher 2021-2022 and 2022-2023 school terms.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$41,745.17	Benefits for K-6 dedicated cyber teacher for 2021-2022 and 2022-2023 school terms.
		$359,014.17	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

$1,008,800.00

Allocation

$1,008,800.00

Budget Over(Under) Allocation

$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2800 - Central Support Services	600 - Supplies	$98,025.16	Wireless internet upgrades to improve remote and online curriculum delivery.
2800 - Central Support Services	600 - Supplies	$60,634.84	Viewsonic devices allowing staff to interact with students learning remotely, and in-person settings.
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	$50,000.00	Feasibility study for our buildings and grounds. The goal is to enhance the current brick-and-mortar structure to accommodate more flexible learning spaces, larger learning spaces, and larger, and more open community/gathering areas, as well as evaluating, and enhancing the ventilation and air quality systems.

Function	Object	Amount	Description
2600 - Operation and Maintenance	100 - Salaries	$13,273.00	Salary for additional custodian added as a direct response to the COVID-19 pandemic.
2600 - Operation and Maintenance	200 - Benefits	$2,826.49	Benefits for additional custodian added as a direct response to the COVID-19 pandemic.
2800 - Central Support Services	600 - Supplies	$5,019.54	Cameras for recording classroom instruction to be utilized for in-person and remote learning situations.
2800 - Central Support Services	600 - Supplies	$145,000.00	Phone and messaging systems upgrades needed to improve communication channels between administration, staff, and students. Current system is 20+ years old, and has become obselete, providing limited services to the District.
2800 - Central Support Services	600 - Supplies	$175,120.00	Additional chromebooks needed to give all students fair and equal access to curriculum and online educational resources.
			Salary for position created to oversee students working remotely due to COVID-19, and those in the District's cyber school as welll as

Function	Object	Amount	Description
2800 - Central Support Services	100 - Salaries	$99,886.80	coordinating District communications and monitoring student growth and attendence to encourage return to in-person instruction throughout the 2022-2023 school year.
		$649,785.83	

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	$265,365.36	$93,648.81	$0.00	$0.00	$0.00	$0.00	$0.00	$359,014.17
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
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 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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2100 SUPPORT SERVICES – STUDENTS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2200 Staff Support	$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
Services								
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	$13,273.00	$2,826.49	$50,000.00	$0.00	$0.00	$0.00	$0.00	$66,099.49
2700 Student Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2800 Central Support Services	$99,886.80	$0.00	$0.00	$0.00	$0.00	$483,799.54	$0.00	$583,686.34
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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
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

	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
	$378,525.16	$96,475.30	$50,000.00	$0.00	$0.00	$483,799.54	$0.00	$1,008,800.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
				Final				$1,008,800.00