

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Section: Narratives - Program Description

INTRODUCTION

Under the Elementary and Secondary School Emergency Relief Fund (ESSER Fund), the Pennsylvania Department of Education (PDE) awards grants to local educational agencies (LEAs), 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. LEAs must provide equitable services to students and teachers in nonpublic schools as required under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act).

Please note: ESSER funds, under any part of 18003, **cannot** be used for: 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the SEA or LEAs or 2) expenditures related to state or local teacher or faculty unions or associations. CARES Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

***ESSER 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)

When the CPSD was closed as a result of COVID-19, the staff and students were launched into a semi-prepared state of remote learning. The CPSD's 1-to-1 Chromebook initiative gave all students in grades K-12 phased-in technology access over the past three years; however, it was not being used extensively in the primary grades or by special subject teachers as professional development was also being phased in. Therefore, while the initiative allowed students to take the technology home during the closure to provide access to learning, not all students and teachers were prepared to learn or deliver the learning remotely. Hot spots were given to those families that didn't have WIFI access. While CPSD is choosing to begin the 2020-2021 school year in-person, it is also required by the PDE to offer a remote learning option for students. The CPSD administration and teachers have made a commitment to provide its remote learners with CPSD curriculum and direct instruction as opposed to a "canned" curriculum. This is an extremely important step to provide the most effective Continuity of Education (CoE). If a family begins the school year with remote learning but then chooses to move to in-person learning or vice versa, the CoE of the CPSD will be maintained without interruption. Additionally, using the CPSD curriculum provides CoE for students that need to be quarantined or isolated due to a COVID issue. It is our belief that necessary transitions between remote and in-person learning must be as seamless as possible. In order to provide this support, there must be face-to-face interaction with CPSD staff members that can answer questions and provide direct instruction or review as necessary. Additional personnel are needed to allow for this direct instruction and interaction. The CPSD in conjunction with its union leadership and solicitor created a position, Certified Teacher Support Assistant to provide this support without creating a long-term financial commitment for the district. These assistants are hired for one year at a time with the intent of an additional year extension to continue to address the needs of remote learners, other with "COVID gap needs" and their teachers. One component of CoE is that teachers may record direct instruction in their classrooms as it is delivered so that remote learners can have access to the same instruction as those learning in-person. An important resource for teachers to produce direct instruction is a mobile stand or cart that will allow teachers to move about the classroom to assist in-person learners and also

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record instruction for remote learners at the same time. Another area that is needed to maintain the operation of and continuity of services in the CPSD is the maintenance of a safe and clean environment for students and staff. An additional part-time custodian is needed to provide continuous cleaning of high-touch areas, i.e. door handles, restrooms, etc. during the day.

Please explain the LEA's proposed timeline for providing services and assistance to students and staff in both public and nonpublic schools. (3000 characters max)

The CPSD hired three Certified Teacher Support Assistants for the 2020-2021 school year. One has been assigned to address the needs of students and teachers in grades K-3, one is supporting students and teachers in grades 7-12, and one is providing support to teachers K-12 as where additional assistance is needed as teachers prepare their remote learning lessons. (Current staff members were able to support students in grades 4-6.) These Certified Teacher Support Assistants were hired and began as close to the beginning of the year as they were available. These positions will also be used next year to provide additional support for teachers, remote learners, and/or those students that need to additional support to close gaps due to COVID closures; however, the grade levels may be adjusted according to needs. The mobile technology carts were purchased and were available for the teachers' use on the first day of school with the exception of a few that were back ordered. The part-time custodian began the first day of school and continues to work every day.

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

The majority of the funds will be used to promote remote learning for the students of the CPSD who have chosen this option or must use this option due to quarantining or isolation due to COVID exposure or its confirmation. The certified teacher support assistants provide for the direct servicing of remote students through either Google meetings or overseeing the students in the classrooms so that the teacher can interact with the remote learners and prepare their lessons. The mobile carts allow the remote learner to have access to the same instruction as in-person students as lessons are recorded as they are given.

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

The CPSD uses Measures of Academic Progress (MAP) to assess students in grades K-8 in both English Language Arts (ELA) and math. Students are assessed intermittently throughout the year to monitor growth or regression in specific skill areas. The last assessment was conducted prior to the school closure in March. Our normal procedure is to assess students at the beginning of the following school year to identify either learning gaps or growth. This procedure remains in place with the start of the 2020-2021 school year and will be just as valuable in identifying gaps from the disruption in educational services. Teachers will use this data to provide instruction at the next skill/concept level that each student is ready to learn in both ELA and math. This is known as the "Learner-Centered Growth Culture" (LCGC) in the CPSD and provides a pathway to close gaps and stop them prior to their development. Teachers will use similar methods at the high school level in each content area as new instruction will be delivered. By using pre-assessments, teachers will be able to identify where students are in relation to mastery of skills and concepts, identify gaps, and begin instruction at the appropriate levels. AIMSweb, a curriculum-based assessment tool is also being used for students that

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have an individual education plan. Assessments are conducted at the beginning of the year in ELA and math and progress is monitored bi-weekly to ensure that gaps are not created.

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 CPSD will identify the students' gaps of learning through the MAP and AIMSweb assessments. Teachers will also use other resources to assist in identifying gaps that are specific to grade levels as available, i.e. IXL for reading and math and Think Central for math. These gaps can be specifically attributed to the COVID-19 educational disruption since we had the data previous to the closure. Once the gaps are identified the teachers will provide learning at the next level students are ready to learn. The CPSD developed the Continuity of Education (CoE) plan at the onset of the closure and implemented it using the remote learning resources that were available to CPSD, including its one-to-one Chromebook initiative. Grades 3-12 used the planned instruction model, and the teachers continued to provide new learning content. Most of the teachers in grades 3-12 were relatively prepared to deliver learning through Google Classroom and transitioned with some proficiency to the remote model; however, teachers in grades K-2 were not as experienced and could not make the remote transition for all learning. Grade 2 sent Chromebooks home, and provided opportunities for students to meet together remotely and learn/review some concepts. Overall instruction was focused on review and enrichment. Pencil paper packets were sent home and returned bi-weekly for students in grades K-2, and teachers did their best to provide feedback. Special education students met with both teachers and support staff through the Google meet platform. They received both direct instruction as well as review as necessary. As the school year has started, students with IEPs are receiving instruction on the levels they are ready to learn, and they are being progressed monitored bi-weekly. Again, it is important to note that once learning gaps are identified, students will begin learning at the next level they are ready to learn to prevent gaps from beginning.

Please describe the LEA core set of strategies that will be used to guide local investment of CARES funding, associated with short-range (i.e., remainder of the 2019-20 school year) and long-range (2020-21 and 2021-22 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, one-time CARES funding may support these initiatives and how CARES funding might interact with other federal funding, including enhanced Title IV flexibility, to ensure strategic and sustainable use of one-time funds.

The CPSD has committed to provide both its in-person and remote learners with the same curriculum, instruction and support that is needed to help them learn and grow. In order to do this, teachers must be able to deliver appropriate and engaging instruction and support to learners regardless of a

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student's learning venue. Time, support, and resources are huge factors in the teachers' ability to meet learners' needs. One strategy is to hire two Certified Teacher Support Assistants (CTSA). These CTSA's will provide direct instruction or support to remote learners, as well as oversee in-person students so that classroom teachers can meet with remote learners directly through Google Meet. A second strategy is to provide teachers with the mobile technology carts that will allow them to move around the classroom or between classrooms and record their direct instruction wherever they are. Some teachers have been required to travel between classes, and the mobile technology carts are essential to allow them the flexibility to have the materials and resources with them in order to provide the necessary instruction to both in-person and remote learners. Finally, the CPSD employed an additional half-time custodian during the day to rotate through the school and disinfect high-touch areas, i.e. countertops, doorknobs, restrooms, etc. in order to prevent the spread of bacteria, viruses, and other germs. This will help to ensure that germs are not spread and the continuity of education will be delivered for both staff and students.

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)

Because the CPSD has taken measures to identify gaps in learning through assessments and pre-assessments, it is believed that the strategies identified using the CARES funds, including the Certified Teaching Support Assistants and the mobile carts, both of which support in-person and remote learners, as well as the part-time custodian focused on keeping a healthy environment for in-person learners and staff, will assist in mitigating the consequences of COVID-19. It is the commitment of the CPSD to ensure through the Learner Center Growth Model (LCGC), already in place for grades 4-8 for both ELA and math and in the process of being expanded for grades K-3 and 9-12, will provide students with the opportunity to learn the next thing that they are ready to learn as is supported through research by Vygotsky in the "Zone of Proximal Development." This will assist in preventing gaps from being created or expanding. Additionally, the fact that CPSD teachers are delivering the same content and instruction to their remote learners as they are providing to in-person learners in their classrooms will assist in preventing gaps from starting or growing for remote learners. Students identified with an IEP will be monitored closely through bi-weekly progress monitoring and additional assistance will be provided according to their identified needs. CPSD will also continue to assess students in K-8 in both ELA and math through the use of the MAP assessment three times per year to monitor growth or regression. PSSA and Keystone assessments will be used to provide additional information as it is available in the future.

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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 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.
 - (a) Title I, Part A (Improving Basic Programs Operated by LEAs; Section 1003 school improvement)
 - (b) Title I, Part C (Education of Migratory Children)
 - (c) Title I, Part D (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)
 - (d) Title II, Part A (Supporting Effective Instruction)
 - (e) Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement)
 - (f) Title IV, Part A (Student Support and Academic Enrichment Grants)
 - (g) Title IV, Part B (21st Century Community Learning Centers)
 - (h) Title V, Part B (Rural and Low-Income School Program)
 - (i) Subtitle B of title VII of the McKinney Vento Homeless Assistance Act
 - (j) The Individuals with Disabilities Education Act ("IDEA")
 - (k) The Adult Education and Family Literacy Act
 - (l) 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

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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.****

- (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 Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- (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) 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. If your selections include option (1) "Any activity authorized by the ESEA of 1965", please include each selected sub-program in your description. (For the description there is a maximum of 1000 characters.)

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

LEA Name	Allowable Usage of Funds	Option (1) Subpart	Description (1000 max characters)
Commodore Perry School District	(1) Any activity authorized by the ESEA of 1965...	(d) Title II, Part A	Two Certified Teacher Support Assistants (CTSAs) will be employed to support both teachers and students learning remotely. These CTSAs will allow the teachers to provide direct instruction to remote learners and provide direct support to remote learners as needed. The purchase of mobile carts will also

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LEA Name	Allowable Usage of Funds	Option (1) Subpart	Description (1000 max characters)
			support teachers' as they record direct instruction for in-person students that will be provided to remote learners asynchronously.
Commodore Perry School District	(12) Other activities that are necessary...	N/A	The addition of a part-time custodian to disinfect high-touch areas throughout the day when students and staff are present to help eliminate germs.

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Section: Narratives - ESSER Fund Assurances

ESSER FUND ASSURANCES

LEAs receiving ESSER funds will provide equitable services to students and teachers in nonpublic schools as required under 18005 of Division B of the CARES Act.

Yes

LEAs that receive more than \$150,000 in CARES Act funds will complete quarterly 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 CARES 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 18006 of Division B of the CARES 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. CARES 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.

Yes

LEA maintains inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999) and will conduct a physical inventory every two years.

Yes

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The LEA will comply with all reporting requirements, including those in Section 15011(b)(2) of Division B of the CARES Act, and submit required quarterly reports to the Secretary at such time and in such manner and containing such information as the Secretary may subsequently require. (See also 2 CFR 200.327-200.329). The Secretary may require additional reporting in the future, which may include: the methodology LEAs will use to provide services or assistance to students and staff in both public and nonpublic schools, the uses of funds by the LEAs or other entities and demonstration of their compliance with Section 18003(d), such as any use of funds addressing the digital divide, including securing access to home-based connectivity and remote-use devices, related issues in supporting remote learning for all students, including disadvantaged populations.

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

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Section: Non Public Organizations - Nonpublic Equitable Services

NONPUBLIC EQUITABLE SERVICES

An LEA receiving ESSER funds will provide equitable services to students and teachers in nonpublic schools as determined through timely and meaningful consultation with representatives of nonpublic schools.

- Section 18005 of the CARES Act requires school districts that receive Elementary and Secondary School Emergency Relief Funds (ESSERF) provide equitable services in the same manner as provided under Section 1117 of ESEA, which means in the same manner as equitable services are provided in Title I, Part A.
- The equitable services provided to nonpublic school students and teachers should be determined in consultation with nonpublic school representatives. School districts may provide services directly or may contract with a public or private entity after following the appropriate procurement procedures to deliver the services.



CHECK HERE - if your LEA does NOT provide equitable services to nonpublic students and teachers as described in CARES Act Program.

The LEA will ensure that a public agency will maintain control of funds for the services and assistance provided to a nonpublic school under the ESSER Fund.

Yes

The LEA will maintain control of materials, equipment, and property purchased with ESSER funds.

Yes

The LEA will ensure that services to a nonpublic school with ESSER funds will be provided by a public agency directly, or through contract with, another public or private entity.

Yes

NONPUBLIC EQUITABLE SHARE CALCULATION

The nonpublic equitable share should be calculated and based on the 2019-20 low income students of nonpublic schools that participated in 2019-20 Title I, Part A programming. Additionally, school districts that have low income students participating in nonpublic schools that previously **declined** Title I, Part A services during the 2019-20 school year, must **consult** with these nonpublic schools to determine ESSER participation.

PREVIOUSLY DECLINED NONPUBLIC ORGANIZATIONS

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If your LEA is providing services to a Nonpublic Organization that is choosing to participate in the CARES Act ESSER Funds Program, but did NOT participate in the 2019-20 Title IA program, **PLEASE CONTACT** your Regional Coordinator. Regional Coordinators will provide an adjusted Nonpublic Equitable Share value based on the inclusion of these previously non-participating populations.

***If your LEA does not have nonpublics that previously declined services, proceed to the table located under PREVIOUSLY PARTICIPATING NONPUBLIC ORGANIZATIONS.**



CHECK HERE - If your LEA serves a nonpublic organization that DECLINED Title IA services in the 2019 program year, and will be PURSUING services under ESSERF. If checked, please enter the values below.

Enter the **Adjusted Nonpublic Equitable Share** provided through Regional Coordinator consultation.

4,638.00

Enter the adjusted **Nonpublic Per Pupil Amount** provided through Regional Coordinator consultation. This value will be used in the Nonpublic Organizations section to calculate Nonpublic Organization Shares.

1,159.50

PREVIOUSLY PARTICIPATING NONPUBLIC ORGANIZATIONS

Please enter your LEA Name in the table below. Then enter your LEA's "ESSER Fund Allocation" and "ESSER Nonpublic Equitable Share" values ([Found Here - ESSER Spreadsheet](#)), followed by entry of the LEA Total Nonpublic Administration Costs, and the Total Number of Low-Income Students enrolled in all nonpublic schools who wish to participate in the ESSER CARES Act programs. The Nonpublic Per Pupil Amount will calculate when you click Save, and that value will be needed in the Nonpublic Organizations section.

The ability to add multiple lines is provided for Consortium leads to include a line for each Consortium member.

LEA Name	ESSER Fund Allocation	ESSER Nonpublic Equitable Share	Nonpublic Administration Costs	Total Low-Income Nonpublic Students	Nonpublic Per Pupil Amount
Commodore Perry	179,778	4,638		4	1,159.50

ESSER FUNDS AFFIRMATION OF CONSULTATION FORM

Project #: FA-200-20-0093

Agency: Commodore Perry SD

AUN: 104431304

Grant Content Report

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Please upload your ESSERF Affirmation of Consultation signed electronically* by the LEA and Nonpublic Officials.

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Nonpublic Institutions

Agency: Commodore Perry SD

Nonpublic Institution: Creative Learning Christian School

Allocation Amount: 0.00

Section: Non Public Organizations - Nonpublic Organizations

NONPUBLIC ORGANIZATIONS - EQUITABLE SHARE

Calculate the Nonpublic Equitable Share due to this nonpublic organization.

- Enter the Nonpublic Per Pupil amount from the Nonpublic Equitable Share section*
- Enter Nonpublic students enrolled in this organization from the LEA
- Click Save - Nonpublic Organization Equitable Share is calculated automatically

	Nonpublic Per Pupil Amount	Nonpublic Students in this Building	Nonpublic Organization Equitable Share
Calculation	1,159.50	3	3,478.50

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Nonpublic Institutions

Agency: Commodore Perry SD

Nonpublic Institution: St Michael School

Allocation Amount: 0.00

Section: Non Public Organizations - Nonpublic Organizations

NONPUBLIC ORGANIZATIONS - EQUITABLE SHARE

Calculate the Nonpublic Equitable Share due to this nonpublic organization.

- Enter the Nonpublic Per Pupil amount from the Nonpublic Equitable Share section*
- Enter Nonpublic students enrolled in this organization from the LEA
- Click Save - Nonpublic Organization Equitable Share is calculated automatically

	Nonpublic Per Pupil Amount	Nonpublic Students in this Building	Nonpublic Organization Equitable Share
Calculation	1,159.50	1	1,159.50

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Section: Budget - Public Instruction Expenditures

BUDGET OVERVIEW

Budget

\$179,778.00

Allocation

\$179,778.00

Budget Over(Under) Allocation

\$0.00

PUBLIC INSTRUCTION EXPENDITURES

Please complete the budget below including Public expenditures ONLY.

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$123,044.00	3 Certified Teacher Support Assistant salaries for 2 years.
1000 - Instruction	200 - Benefits	\$27,820.00	Health insurance for Certified Teacher Support Assistants.
		\$150,864.00	

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Section: Budget - Nonpublic Instruction Expenditures

BUDGET OVERVIEW

Budget

\$179,778.00

Allocation

\$179,778.00

Budget Over(Under) Allocation

\$0.00

NONPUBLIC INSTRUCTION EXPENDITURES

Please complete the budget below including Nonpublic Equitable Service expenditures ONLY.

Function	Object	Amount	Description
1500 - * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	300 - Purchased Professional and Technical Services	\$3,478.50	Counseling and/or therapy assistance for students.
		\$3,478.50	

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Section: Budget - Public Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$179,778.00

Allocation

\$179,778.00

Budget Over(Under) Allocation

\$0.00

PUBLIC SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES

Please complete the budget below including Public expenditures ONLY.

Function	Object	Amount	Description
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$13,453.00	halftime custodian for cleaning high-touch areas throughout the day.
2600 - Operation and Maintenance	600 - Supplies	\$7,824.00	Mobile carts to support teachers' remote teaching
2600 - Operation and Maintenance	600 - Supplies	\$2,999.00	Student desks
		\$24,276.00	

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Section: Budget - Nonpublic Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$179,778.00

Allocation

\$179,778.00

Budget Over(Under) Allocation

\$0.00

NONPUBLIC SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES

Please complete the budget below including Nonpublic Equitable Services expenditures ONLY.

Function	Object	Amount	Description
2600 - Operation and Maintenance	600 - Supplies	\$1,159.50	Cleaning Supplies
		\$1,159.50	

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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	\$123,044.00	\$27,820.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$150,864.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 Vocational 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
1500 * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	\$0.00	\$0.00	\$3,478.50	\$0.00	\$0.00	\$0.00	\$0.00	\$3,478.50
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

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	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
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$13,453.00	\$0.00	\$0.00	\$11,982.50	\$0.00	\$25,435.50
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$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
	\$123,044.00	\$27,820.00	\$16,931.50	\$0.00	\$0.00	\$11,982.50	\$0.00	\$179,778.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$179,778.00

Project #: FA-200-20-0093

Agency: Commodore Perry SD

AUN: 104431304

Grant Content Report

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)