

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)

The New Brighton Area School District has utilized multiple resources to determine our need and analyze what will be needed for the future as a result of Covid-19. Immediately upon the closure of schools, we verified our internal figures for our technology needs. We conducted parent surveys and surveys of our students in order to determine what their access was at home with respect to both devices and Internet access. We were able to immediately provide devices and internet access to many of our students. However, the internet access that we secured came at a high cost because we did not presently have hotspot devices in the district to provide nor were we under contract with an agency to provide them at a discounted cost. Additionally many of our devices, were highly functional within the buildings, are more outdated and not as functional when they are outside of our network. We were able to make them work however there were technology glitches that we could not overcome. As the digital school year progressed, we took time to speak with our families, have internal discussions with all staff who are involved in education, and work closely with our teachers on the materials and technology needs that they saw. This has allowed us to develop a firm plan for what we will need as we move forward. We have also taken a close look at our facilities department, and have been working very closely with our vendors to analyze the materials we presently use and what would better equip us in the future to clean, disinfect, and to do so in efficient and effective manner.

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 New Brighton Area School District was immediately in contact with our non-public schools upon the release of information on this funding. We are working closely with them to help them analyze their needs and determine their most effective and appropriate use of funds through this grant. We have a strong partnership with our non-public schools and expect a partnership to continue through this grant funding. We were also in contact with multiple vendors throughout the month of May in order to learn more about supply chain demands, cost levels, and timelines for delivery of various types of devices.

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We have secured the school board approval to move forward with large scale technology purchases, and we are working with other school districts to try and capitalize on reduced costs with significant purchase quantities. We believe that we will be able to have devices available to us by mid-July, which provides time for our technology department to prepare devices for deployment at the start of the school year. We are presently planning for training needs with our staff and expect training to be ongoing throughout the summer. This training will be complemented by more on-site training upon our return to school in August. Additional curriculum needs will be met as we return and can identify further the needs of our students following the school closure of 2020. We have secured significant facility supplies and are working with our vendors to determine pricing and availability of supplies that are needed moving into the future. Our nurses throughout our county are working together on joint purchasing of key supplies that will be needed and securing vendors who will have the supplies available.

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

The school closure of 2020 taught us a significant amount regarding our abilities to distance educate and provide remote learning to our students. We feel we were highly successful in what we implemented however we recognize that there were significant challenges and that some techniques utilized were effective for a short term closure but would not be as effective if they must be utilized again or if the closure was for a longer time period. It is our intent to utilize funds to purchase and be able to provide quality technology resources to our students, those resources which can be used both in school and in a remote learning environment. We also intend to increase our professional development training with our staff. We believe the training is a necessary component to improving our remote learning capabilities as a staff and in what we are able to provide to and prepare the students for. This training is essential as we try to move from in class, in person learning to a seamless transition to remote learning, with the understanding that it could happen at any time. It is our goal that our funds are utilized to have technology on hand and training having been accomplished, so that whether or not a student is in school or learning remotely their education will be the same.

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

As we near the end of the closure in the end of the school year, we were able to develop a plan in which we could test students remotely utilizing assessments such as STAR and the CDT. Additionally in our elementary school they were utilizing a program called Moby Max, which naturally provided grade level data on student progress and student work. It is our intention to utilize the end of year data that we were able to ascertain and compare it against data on students from earlier in the school year. This summer some of our administrative staff and teachers will begin analyzing this data through various reports and online databases that has our data, so they can begin to draw some conclusions on student progress and gaps that may have appeared. At the same time, we are beginning to formulate plans for the start of the school year with the understanding that while students may move up a grade, there will be at least three months of learning that we must analyze and understand in order to plan for affective instruction. We are planning to gather data at the start of the year utilizing our very various assessments and creating crosswalks that teachers can share between grade levels in order to have a better working knowledge of what students should know and would learn during the final three months of school in the previous grade. While we know the teachers talk and plan together, given the

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environment we have existed in we also know that it is extremely important for a teacher to have a firm understanding of what the students would have learned during these closing months of school in this school year. We believe these crosswalks will provide very significant data for understanding the information that should have been learned. We also intend on utilizing resources from the Pennsylvania department of education, such as the SAS website, to better understand the information learned and create mini assessments that can be used to gauge student learning in these areas.

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 district has believed that everyone has a hand in supporting our students through the school closure. From the start of the closure we were fully engaged with all staff, particularly including our counselors, food service, and local community resources. We recognize that the gaps that can exist for our students following a closure, can most likely be identified through various factors present in their lives prior to the closure. Therefore it was important to us to involve all resources in the development of our continuity of education plan and to focus not only on academics but also on the social, emotional, and mental health needs of our students. We believe that upon returning to school and conducting an ongoing analysis of our efforts and student progress, we must look at the whole child and not strictly at their academics. We will utilize the resources available to us to gauge the needs of our students and implement academic and counseling-based resources as needed. We also believe that the use of various funding factors and an increased focus on technology and the resources available to our students, will allow us to better reach them when they are not in school and provide the supports and access to resources that they need. Our population is over 70% low socioeconomic, so we recognize that nearly all of our students are part of a vulnerable population. It was important to us to utilize other resources available in order to continue providing food services and counseling services to our students. We continue to seek grant funding and partnership opportunities to continue providing services to our students that go beyond academics.

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.

We recognize that the use of one time funding will not be affective or fiscally responsible if we do not plan for it and utilize it towards purchases or plans that are ongoing and long term in nature. We are

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focusing our facility needs and the use of cares funding to help update our equipment on site and provide additional and new equipment that will help us meet the cleaning needs of the future. We feel confident that this funding can help update our equipment and then the cleaning agents that are utilized by the equipment can become regular purchases through our budget. We believe this is feasible because these cleaning agents will replace other items that are presently in use. Additionally, we believe the funding utilized for technology will help with an initial, large scale purchase in order to update our equipment and better provide for our students. We recognize that these devices must be replaced in the future, so we are developing a plan in order to save money annually and create a fund for the district that will be utilized when devices need to be updated. We are also working with our suppliers to provide insurance options that will help protect our devices. We have analyzed our technology budget and have identified areas that will be saved as a result of more devices available to students directly. The savings can be used to provide additional devices throughout the district and support the replacement needs as they come up in the future. We are devising a plan so that all devices do not need to be replaced in the same year and then the cost can be spread over multiple years. Finally, it has always been our goal as a small school district that we cannot train everyone for everything so we must utilize internal experts to help us deliver messages and trainings. We recognize that our technology needs to involve all staff, so we are closely reviewing the existing skill set of our staff in order to provide training to their colleagues. We will complement that training with outside resources as necessary. We intend to memorialize our trainings through online and video resources so that they can be reused in the future. We believe that these techniques in all areas will allow us to best utilize our cares funding and ensure that a one-time fund will be functional in its use today and will not require substantial replacement funding in the future.

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)

We recognize that student learning gaps will not be identified immediately upon our return. While we previously mentioned key steps that we will take and identifying learning gaps, we recognize that those gaps will exist and some will appear later in the school year and into the future. We believe that the steps we will put in place regarding crosswalks from grade level to grade level and content area to content area, will serve as a first step in this discussion. Those crosswalks will be utilized at in-service days and professional development opportunities throughout the school year and into the future to further the conversation between our staff engage the learning of our students. We will expand the crosswalks to include learning that occurs at the start in middle of the year, in order to be complementary to the crosswalks we are developing regarding the final three months of the school year. These will now serve as the foundation of discussions between our staff and further development of our curriculum. We will combine this information with our ongoing assessment strategies and we will look for new or different trends that exist within the data. We are data rich and thankfully have many staff who are exceptional at analyzing data, so the challenge will be to review the data both for current information and to review it against past year data for specific students or student groups and historical data for that grade level. This will provide us ongoing knowledge into the future to gauge student and student group progress, identify gaps that may exist and appear at different times, and compare an entire grade level against previous grade levels. We recognize that comparing a grade level to a different grade level removes the same students being evaluated and enters a new variable into the mix, but we feel this information is vital in order to look for gaps that may appear within an entire grade level as a result of the extended school closure of 2020. We also intend to develop a measure to further identify the technology needs and skills of our students. We believe that a true integration of

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technology into the learning environment and the remote learning environment, requires our students to have a skill set that is more than simply turning on the device. We intend to review our technology curriculum and identify gaps that exist in what we are preparing our students for. Since we do not currently have this knowledge, it will take us some time to gather the data and then plan for additional education in the area of technology skills, some of which will occur in computer classes and some of which will be integrated into the traditional classroom and supported by our teachers as they help our students learn more about being digital learners.

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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)
New Brighton Area School District	(3) Providing principals and others school leaders with the resources...	N/A	Funds may be utilized for community programs to develop skills and provide learning opportunities. And, for providing added resources for remote learning to students within specific buildings.
			Funds may be used to provide supplies and

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LEA Name	Allowable Usage of Funds	Option (1) Subpart	Description (1000 max characters)
New Brighton Area School District	(4) Activities to address the unique needs of low-income children...	N/A	resources to students who are identified as economically disadvantaged or homeless.
New Brighton Area School District	(6) Training and professional development...	N/A	Funds may be used to purchase personal protective equipment and training for our staff on effective cleaning protocols.
New Brighton Area School District	(7) Purchasing supplies to sanitize and clean...	N/A	Funds may be utilized to purchase the recommended supplies and equipment for properly cleaning and sanitizing the buildings.
New Brighton Area School District	(9) Purchasing educational technology...	N/A	Funds may be used to purchase technology resources and internet connectivity for students who do not presently have options and for improved connectivity resources for students.
New Brighton Area School District	(11) Planning and implementing activities related to summer learning...	N/A	Funds may be used to provide learning opportunities to help close the learning gap and any losses in learning that may have occurred during the extended closure.
New Brighton Area School District	(1) Any activity authorized by the ESEA of 1965...	(a) Title I, Part A	Funds may be used to support the learning needs of students who are struggling learners and/or impacted in their learning growth as a

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LEA Name	Allowable Usage of Funds	Option (1) Subpart	Description (1000 max characters)
			result of the extended closure.
New Brighton Area School District	(1) Any activity authorized by the ESEA of 1965...	(f) Title IV, Part A	Funds may be used to support curriculum and development needs as fall within the guidelines of Title IV allowable uses of funds.

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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.

0.00

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.

0.00

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
New Brighton Area School District	386,718	3,790	0	6	631.67

ESSER FUNDS AFFIRMATION OF CONSULTATION FORM

Project #: FA-200-20-0279

Agency: New Brighton Area SD

AUN: 127045653

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: New Brighton Area SD

Nonpublic Institution: Beaver Co Christian School Lower

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	631.66	3	1,894.98

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Nonpublic Institutions

Agency: New Brighton Area SD

Nonpublic Institution: Saint Monica Catholic Academy

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	631.67	3	1,895.01

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Section: Budget - Public Instruction Expenditures

BUDGET OVERVIEW

Budget

\$386,718.00

Allocation

\$386,718.00

Budget Over(Under) Allocation

\$0.00

PUBLIC INSTRUCTION EXPENDITURES

Please complete the budget below including Public expenditures ONLY.

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$23,015.00	iPads for students in Grades K-2 at \$249 per iPad.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$4,221.00	Chromebooks for students in Grades 3-12 at \$289 per chromebook.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,700.00	Accessibility devices for students who did not have access to web based platforms during extended closure. Devices aided in helping students achieve access.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$150,000.00	Curriculum resources and extended learning opportunities to support student learning loss from the closure and to digitize learning resources. Additionally, funds to support more

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Function	Object	Amount	Description
			individualized learning supplies and reduce sharing as per CDC guidelines.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$15,000.00	Carts, cases, covers, and other peripherals to properly utilize the technology purchases for students and a digital learning environment.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$4,497.00	Laptops to support specific needs in the school environment.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$40,000.00	Curriculum and educational supplies to assist in counseling and mental health needs of students. Specialized items to aid in student development from social and emotional perspective.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$35,000.00	Curriculum resources for online platforms and online streamlined environment and support of students and families in online learning.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$48,471.71	Teaching salaries to utilize for technology curriculum development needs and educational programming to recover from any learning loss.
		\$321,904.71	

Project #: FA-200-20-0279

Agency: New Brighton Area SD

AUN: 127045653

Grant Content Report

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Section: Budget - Nonpublic Instruction Expenditures

BUDGET OVERVIEW

Budget

\$386,718.00

Allocation

\$386,718.00

Budget Over(Under) Allocation

\$0.00

NONPUBLIC INSTRUCTION EXPENDITURES

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

Function	Object	Amount	Description
		\$	
		\$0.00	

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Section: Budget - Public Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$386,718.00

Allocation

\$386,718.00

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	600 - Supplies	\$25,000.00	Supplies for disinfecting, sanitizing, creating personalized spaces, signs for specific areas, hand sanitizer and hand sanitizer stations, and similar products and purposes.
2600 - Operation and Maintenance	700 - Property	\$24,679.50	Specialized machines for sanitizing large areas and efficiently sanitizing school buildings.
2400 - Health Support Services	600 - Supplies	\$1,343.79	Thermometers, probes, covers, and related supplies for temperature checks of employees and visitors upon arrival during Covid closure.
2400 - Health Support Services	600 - Supplies	\$10,000.00	Health related supplies such as masks, gowns, gloves, face shields, and similar products for the protection of nurses, employees, and students as applicable.

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Function	Object	Amount	Description
		\$61,023.29	

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Section: Budget - Nonpublic Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$386,718.00

Allocation

\$386,718.00

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	\$3,790.00	Cleaning and sanitizing supplies to assist in Covid-19 cleaning needs.
		\$3,790.00	

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

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	\$48,471.71	\$0.00	\$0.00	\$0.00	\$0.00	\$273,433.00	\$0.00	\$321,904.71
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	\$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

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

	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	\$11,343.79	\$0.00	\$11,343.79
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$28,790.00	\$24,679.50	\$53,469.50
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
	\$48,471.71	\$0.00	\$0.00	\$0.00	\$0.00	\$313,566.79	\$24,679.50	\$386,718.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$386,718.00

Project #: FA-200-20-0279

Agency: New Brighton Area SD

AUN: 127045653

Grant Content Report

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