

Section: Narratives - Program Description

INTRODUCTION

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

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

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

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

The District has used the STAR assessment data to look for specific math and ELA skills for students in grades K-9, the DIBELS assessment for early reading skills in grades K-5, and local assessments K-12 through the Dufour Model of Professional Learning Communities (PLC) process for all students. Post pandemic, we are using a multi-tiered system of support to meet the diverse needs of the whole child through the use of the PLC process to identify and meet each child's unique academic and social-emotional-behavioral strengths and needs. As part of our efforts to focus on student learning, the Pupil Attitudes to Self and School (PASS) survey will be used as part of our district screening process. Developed by a team of educational psychologists, PASS provides teachers with highly reliable and valid information into how students feel about themselves as a learner and how they feel about school. In combination with the academic assessment data, PASS allows us to detect possible barriers to student learning, including issues around confidence, resilience, and even motivation. The PASS survey will allow our schools to proactively address issues and barriers to learning, which can compromise the well-being and academic success of our students. The district completed a pilot of the PASS survey with students in grades 5 and 8 in June 2021 to identify the social-emotional-behavioral needs of students. PASS assessment will expand to all students in grades 4-12 for the 2021-2022 school year. The combination of these academic and social-emotional-behavioral measures in our multi-tiered system of support from K-12, will enable the district to identify the most important educational needs of our students as a result of COVID-19 and moving forward.

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

With the use of ESSERS monies in the 2021-2022 school year, the District will be able to fully implement a multi-tiered system of support to students from the beginning of the school year and throughout the 2021-2022 year. Additionally, the district will provide embedded

professional development for staff with Personalized Learning Coaches who will work along side staff as they implement the Professional Learning Community strategies including continuous improvement cycles for their work as professionals and ultimately for our students.

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

The ESSERS II funds will support the salary and benefits of two Virtual Learning Case Managers. One at the elementary level and one at secondary level. These virtual learning case managers will monitor student progress and attendance in the virtual learning environment as chosen by families. The sudden shift to virtual learning for some families was difficult and additional supports from the district are needed to ensure students make appropriate progress. Additionally, the Virtual Learning Case Managers will be responsible for ensuring that quarantined students have the resources and tutoring needed to work asynchronously in their classrooms while in quarantine. Additional funds will be used to pay for courses in Burrell eAcademy to support families who choose virtual learning.

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

The District will assess student learning gaps due to COVID-19 through STAR assessment data to look for specific math and ELA skills for students in grades K-9, the DIBELS assessment for early reading skills in grades K-5, and local assessments K-12 through the Dufour Model of Professional Learning Communities (PLC) process for all students. Once student learning gaps are identified, classroom teachers working in their PLC teams, will use the PLC process to initiate strategies to remediate and enrich student learning by name and by need. This process will be supported through the ESSERS II funding with Personalized Learning Coaches at each level who will provide embedded support and professional development for teachers as they implement the cycle of continuous inquiry in the PLC with fidelity. The Dufour Model of Professional Learning Communities is a research based practice that when implemented with fidelity has a significant impact on student learning. Additionally, the District will provide learning loss support through summer programming for students not identified for Extended School Year or Title I summer programming.

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.

During the 2020-2021 school year, the District provided face to face learning and remained open for 156 days of the 180 day (1 Act 80 day) student calendar. The District chose to be all

virtual for a total of 23 days- three days were weather related and the other twenty days were planned virtual days after the Thanksgiving and Winter Holiday Recess. Approximately 70 - 85% of students attended school five days a week while the other 15-30% chose the 5 days a week virtual option. The District provided Chromebooks to families and hotspots as needed. Likewise, meals were provided to families requesting assistance. For the 2021-2022 school year, the District is continuing similar operations with the priority being students in school again. Ninety-six percent of students have chosen to attend in person five days a week while 4% are choosing 5 day a week virtual learning. Through our Professional Learning Community process, faculty are assessing and addressing learning loss and needs of in person students moving forward. Virtual students are monitored by their assigned Virtual Learning Case Manager for academic progress and attendance. Families of students not attending will have home visits in addition to calls, letters and requests for conference. The District Social Worker also seeks out families who are struggling due to COVID-19 in situations such as loss of work, housing, etc. The District's Continuity of Education and Health and Safety Plan was reviewed by staff and parents July 26, 27 and 28, 2021. It was available via the district website for public review from July 29 to August 17. The Board of Directors reviewed the District's Continuity of Education and Health and Safety Plan at the August 10 and 17 meetings with approval given on August 17. The approved plan is posted on the District website.

Please describe the LEA core set of strategies that will be used to guide local investment of ESSER II funding, associated with short-range (i.e., remainder of the 2020-21 school year) and long-range (2021-22 and 2022-2023 school years) timelines. (3000 characters max)

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

The District's Comprehensive Plan is central to the work the district was doing prior to the pandemic and the work moving forward with the use of ESSERS funds. The Comprehensive Plan Goals: 1. Focus on continuous improvement of instruction: If students receive targeted instruction through the Professional Learning Community process, then their achievement and growth will be positively influence. and 2. Empower Leadership: Through the Professional Learning Community process, a culture of collaboration and continuous improvement will develop over the next three years as evidenced by an increase in the number of teams / schools moving toward sustaining and exemplary on the measurement tool PA Essential Practices for Schools rubric. With the use of ESSERS funds the District has developed a three-year staffing realignment plan to facilitate our academic and social-emotional-behavioral multi-tiered system of support. The following additions and/or reallocation in staffing have occurred: hired a School Social Worker (full-time, district employee), a Mobile Therapist/Licensed Practicing Counselor (part-time, subcontracted); reallocated four existing teachers to Personalized Learning Coaches to work alongside existing coaches, reallocated one existing teacher to the role of Dean of Students and one existing BCIT teacher to Instructional Technology Coach, reallocated the Middle School Assistant Principal to district-level Curriculum and Development Director position, and continued the use of Title IV funds to maintain the Social Emotional Behavioral Specialist. Long term substitutes were placed in the

teacher positions left vacant through the implementation of this plan. 2021 - 2022 School Year - Build Capacity and Knowledge: District Focus-Professional Learning Community Work, MTSS, Google I Certification, and Mental Health. District Methods: Ongoing/embedded personalized professional development through PLCs and the use of Personalized Learning Coaches. District Evaluation: Use Evidence of Student & Adult Learning to Personalize Coaching Assessment along with our Faculty Needs Assessment for 2022-2023 - May/June 2022 and ongoing student growth on STAR, DIBELS, and PASS Assessments for students 2022-2023 School Year - Reflect/Refine Practices: District Continued Focus-PLC Work -Dig deeper into personalized learning core attributes, design elements, and project-based learning, vertical curriculum work, gap analysis, and revisions to ensure K-12 curriculum alignment of essential learnings, MTSS, Google II Certification and Mental Health. District Methods -Ongoing/embedded personalized professional development through PLCs and the Use of Personalized Learning Coaches. District Evaluation -Use Evidence of Student and Adult Learning and Faculty Needs Assessment to Refine Practices- January 2023, Teacher self & collective efficacy, PLC Questions, Principal efficacy and ongoing student growth on STAR, DIBELS, and PASS Assessments for 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)

Within the Dufour Model of the Professional Learning Community process each team of teachers from K-12 will focus on the non-negotiables essential for the student as they move to the next grade level in our K-12 system. The PLC process embeds a system of continuous improvement into the daily work of the faculty. Using local assessment data, teachers will review the data identifying student needs due to their learning loss. They will design instruction for their students and focus on developing and implementing differentiated instruction based on student needs. Teachers will personalize instruction for each student to improve their learning and increase engagement. Benchmark assessments such as DIBELS and STAR will be used to demonstrate long-term growth. Social emotional behaviors and attitudes toward school and learning will be addressed through our K-12 implementation of the Jesse Lewis Choose Love Enrichment Program (Social Emotional Learning Curriculum). The PASS assessment will be used to identify students struggling with motivation, engagement and outside pressures resulting from COVID and life in general that may need to be addressed through tiers 2 and 3 of our multi-tiered system of support. The district social worker and licensed professional counselor will be engaged to work with students who experience a lack of resources for the supports needs to ensure their success.

Section: Narratives - Allowable Usage of Funds

ALLOWABLE USAGE OF FUNDS

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

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

[CDC - Disinfectant Decision Tool website](#)

[CDC - Cleaning Guide website](#)

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

- (1) Any activity authorized by the ESEA of 1965.
- (1a) Title I, Part A (Improving Basic Programs Operated by LEAs; Section 1003 school improvement)
- (1b) Title I, Part C (Education of Migratory Children)
- (1c) Title I, Part D (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)
- (1d) Title II, Part A (Supporting Effective Instruction)
- (1e) Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement)
- (1f) Title IV, Part A (Student Support and Academic Enrichment Grants)
- (1g) Title IV, Part B (21st Century Community Learning Centers)
- (1h) Title V, Part B (Rural and Low-Income School Program)
- (1i) Subtitle B of title VII of the McKinney Vento Homeless Assistance Act
- (1j) The Individuals with Disabilities Education Act ("IDEA")
- (1k) The Adult Education and Family Literacy Act
- (1l) The Carl D. Perkins Career and Technical Education Act of 2006 ("the Perkins Act")
- (2) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.
- (3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. See help text for example.
- (4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- (5) Developing and implementing procedures and systems to improve the preparedness

and response efforts of local educational agencies. See help text for example.

(6) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases. (For helpful tips on cleaning and sanitizing your LEA, please visit CDC's website, links are provided in the question text above.)

****Purchases of Personal Protective Equipment (PPE) are allowable, if not already purchased using ESSER.****

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

(8) Planning for and coordinating during long-term closures, including how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(9) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

(10) Providing mental health services and supports.

(11) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(12) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.

-(12a) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.

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

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

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

(13) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(14) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(15) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

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

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

LEA Name	Allowable Usage of Funds	Description (1000 max characters)
Burrell School District	(7) Purchasing supplies to sanitize and clean...	Purchase supplies needed to clean and sanitize facilities and to improve health and safety of students and staff
Burrell School District	(10) Providing mental health services and supports.	Employ a Social worker and contract for a Licensed Counselor to provide increased mental health and support services for students
Burrell School District	(11) Planning and implementing activities related to summer learning...	summer learning and after school tutoring programs to address learning loss
Burrell School District	(12) Addressing learning loss among students...	provide substitutes so teachers can address learning loss by additional support and individualized learning programs; provide embedded professional development through the PLC process to address learning loss, and implementing strategies to meet individual needs of students
Burrell School District	(15) Other activities that are necessary...	Continue to maintain operation and continuity of services by continuing to employ 2 staff members and continuing to provide online learning option

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LEA Name	Allowable Usage of Funds	Description (1000 max characters)
		for students through eAcademy

Section: Narratives - ESSER II Fund Assurances

ESSER II FUND ASSURANCES

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

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

Yes

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

Yes

The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

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

Yes

LEA maintains inventory records, purchase orders and receipts for equipment (over \$5,000) purchased, Computing Devices, Special Purpose Equipment (\$300 - \$4,999), and will conduct a physical inventory every two years. Please note: Inventory of equipment purchased with federal funds must be broken out by funding source.

Yes

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The LEA will comply with all reporting requirements, including those in Section 15011 of the CARES Act and section 313(f) of the Division M of the CRRSA Act and submit required quarterly reports to the SEA at such time and in such manner and containing such information as the SEA may subsequently require.

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

Yes

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

Yes

To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

Yes

Section: Narratives - ESSER II Reporting

USES OF FUNDS

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

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

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

Yes

HOME INTERNET ACCESS

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

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

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

Yes

LEARNING DEVICES

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

devices for students.

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

Yes

STUDENT PARTICIPATION AND ENGAGEMENT

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

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

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

Yes

FULL TIME EQUIVALENT POSTIONS (FTE)

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

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

Yes

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$721,902.00

Allocation

\$721,902.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$111,600.00	Pay 4 substitute teachers to replace teacher providing individualized learning and coaching to address learning loss, and implement activities to meet needs of students.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$43,185.00	Benefits for 4 substitute teachers to replace teacher providing individualized learning and coaching to address learning loss, and implement activities to meet needs of students.
1100 - REGULAR			Pay 2 substitute teachers to replace teachers providing curriculum and instruction assistance and professional

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Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$64,200.00	development and instructional technology assistance focused on meeting students individualized learning needs and addressing learning loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$23,382.00	Benefits for 2 substitute teachers to replace teachers providing curriculum and instruction assistance and professional development and instructional technology assistance focused on meeting students individualized learning needs and addressing learning loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$55,800.00	Pay 2 substitute teachers to replace teachers providing case management support for students learning remotely, to track and improve student engagement in distance education
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$21,593.00	Benefits for 2 substitute teachers to replace teachers providing case management support for students learning remotely, to track and improve student engagement in

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Function	Object	Amount	Description
			distance education
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$15,760.00	Pay staff members providing summer learning and after school tutoring and other programs to address student learning loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$3,356.00	Benefits for staff members providing summer learning and after school tutoring and other programs to address student learning loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$55,000.00	For remote learning costs such as eAcademy for additional students necessary to maintain the operation of and continuity of services
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$116,628.00	Pay salaries for continuing to employ 2 existing staff necessary to maintain operation and continuity of services
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$24,836.00	Benefits for continuing to employ 2 existing staff necessary to maintain operation and continuity of services
		\$535,340.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$721,902.00

Allocation

\$721,902.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$56,931.00	Employ Social Worker to provide increased mental health services and support for students
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$16,870.00	Benefits for Social Worker to provide increased mental health and support services for students
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$37,152.00	Contract for Licensed Counselor to provide increased mental health services and supports to students
2200 - Staff Support Services	100 - Salaries	\$37,640.00	Pay staff for additional time worked in summer and after school for professional development relating to curriculum and instruction to address learning loss among students and implementing activities

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Function	Object	Amount	Description
			to meet the comprehensive needs of students
2200 - Staff Support Services	200 - Benefits	\$7,969.00	Benefits for paying staff for additional time worked in summer and after school for professional development relating to curriculum and instruction to address learning loss among students and implementing activities to meet the comprehensive needs of students
2600 - Operation and Maintenance	600 - Supplies	\$30,000.00	purchase additional cleaning supplies needed to clean and sanitize facilities and to improve health and safety of students and staff
		\$186,562.00	

Section: Budget - Budget Summary

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

Budget

\$721,902.00

Allocation

\$721,902.00

Budget Over(Under) Allocation

\$0.00

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$363,988.00	\$116,352.00	\$55,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$535,340.00
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								

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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
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	\$56,931.00	\$16,870.00	\$37,152.00	\$0.00	\$0.00	\$0.00	\$0.00	\$110,953.00
2200 Staff Support Services	\$37,640.00	\$7,969.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$45,609.00
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	\$0.00	\$0.00	\$0.00	\$30,000.00	\$0.00	\$30,000.00
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

Project #: FA-200-21-0054
Agency: Burrell SD
AUN: 107650703
Grant Content Report
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
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
	\$458,559.00	\$141,191.00	\$92,152.00	\$0.00	\$0.00	\$30,000.00	\$0.00	\$721,902.00
Approved Indirect Cost/Operational Rate: 0.0159								\$0.00
Final								\$721,902.00