

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)

As it has historically, Avon Grove SD determines its most important educational needs based on the assessment and other data it gathers regarding students' academic achievement and their overall mental and emotional wellbeing. Student data is gathered from a variety of sources, including diagnostic tools such as CDT, ExactPath, and Aimsweb. Specific to the COVID-19 pandemic, the District has identified accelerating student growth as its primary educational objective in 2021-22 and in future years, and has planned to utilize its CRRSA ESSER funding in concert with the ARP ESSER funding it has received to support the plan. The accelerated growth plan is a multi-tiered system of scaffolded supports designed to provide a continuum of evidence-based academic, behavioral, social, and emotional supports aligned with student needs to ensure that students do not face any long-term educational impacts from the COVID-19 pandemic.

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

The accelerated growth plan will be implemented with the start of the 2021-22 school year, and is anticipated to last through at least the 2022-23 school year. Data collected during the 2020-21 school year informed the decision-making process for selecting the intervention strategies and resources that will start the accelerated growth plan in 2021-22. Throughout 2021-22, student data was collected and analyzed, and the most effective interventions and strategies were continued into the 2022-23 school year.

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

While the District resumed in-person instruction midway into the 2021-22 school year, funding from this grant is earmarked to support remote learning and the use of educational technology

in the event that the District is forced to return to a remote learning environment. The District is using its CRRSA ESSER II funds to support remote learning in the following ways:1) \$Approximately \$415,000 has been earmarked to purchase replacement Chromebooks for students2) Over \$200,000 has been earmarked for teacher salaries and stipends for technology coaches to work with their colleagues to promote effective remote instruction techniques and practicesIn addition, resources from other grant sources have been used to provide mobile hotspot services to students without a reliable home internet connection.

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

A key pillar of the District's accelerated growth plan is a focus on high-quality academics. A focus on high-quality academics will begin with defining the instructional changes needed for the new school year to cultivate a thriving data culture to ensure every student has access to the instructional strategies, resources, and supports necessary to successfully engage with and master grade-level content. Success indicators will encompass a variety of data points, including local and vendor-based formative and summative assessments, measures of state summative assessments, progress monitoring and curricular progress and alignment to pacing guides and unit plans. To accomplish this, AGSD will deepen professional learning opportunities for staff, increase learning opportunities through individualized as well as small group instruction and response to intervention and specialists, the gathering of evidence of student needs through ongoing assessment of learning, the expansion of building teams to support the analysis of student data, sharing student growth and needs regularly with parents and caregivers, providing all students access to the core instructional program, accelerating learning through universal supports, addressing the core learning landscape through explicit instruction, implementing class-wide interventions and supports, systemically addressing strategic and intensive supports, accessing additional accelerated learning experiences for students and meeting the needs of gifted learners.

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.

As described in prior sections, student achievement data gathered from a variety of diagnostic tools will be used to measure learning loss resulting from the 2019-20 closure. Indicators of student progress will encompass a variety of data points, including local and vendor-based formative and summative assessments, measures of state summative assessments, progress monitoring and curricular progress and alignment to pacing guides and unit plans. Local continuity of education plans were developed and refined throughout the 2020-21 school year as the District transitioned from online learning at the start of the 2020-21 academic year to a hybrid online/in-person model in the fall of 2020, and later to in-person instruction in the

spring of 2021. The District has already developed a host of tools and resources over the course of the past sixteen months that it has successfully used to facilitate online learning, including the development of online curriculum and coursework for all of its courses, and can quickly revert back to an online learning model if external circumstances force the District to do so. To address supports for vulnerable student populations and families, an administrator was placed on special assignment to enhance community outreach and interaction, specifically aimed at our Latinx population and homes where the primary language is Spanish. To meet the social-emotional needs of this target group, AGSD employed a number of tactics that included monthly evening meetings hosted in Spanish, home visits to students who were struggling to engage through the online environment or once in-person instruction returned, and training staff on the use of Talking Points to support interaction between school staff and caregivers, among other processes. Although these processes were used for all students, there was special emphasis on the approximately 20% of our students who met the characteristic above. The social-emotional connections that were desired through these strategies were intended to enhance the interaction and engagement of students through the development of relationships and awareness of needs that would not otherwise be as productive without this work. Further, by addressing the potential language and cultural gaps that may exist, AGSD became aware of issues and concerns that otherwise may not have been visible, better responding to the needs of our students in an effort for them to feel accepted, connected and valued.

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 development of the District's accelerated growth plan, which focuses on providing for students' academic, behavioral, and social-emotional needs was the primary driver in the selection of strategies that the District is investing its CRRSA ESSER II and ARP ESSER III funds in. The accelerated growth plan has three pillars: 1) a focus on high-quality academics, 2) fostering supportive learning environments, and 3) healthy system conditions, each of which encompass a number of strategies and resources that the District is using its ESSER funding to support. To support high-quality academics, the District is supplementing its existing staff with fourteen additional math and reading specialists, developing and staffing a tutoring center, and purchasing additional classroom resources. In addition, the District will utilize its Title II and Title IV funding, as applicable, in its goal of expanding professional learning opportunities available to staff. To foster a supportive learning environment, the District is implementing a number of resources to address students' social-emotional and mental health, as well as their overall sense of wellbeing. Behavioral support counselors, a Board Certified Behavior Analyst, an additional school counselor, an additional school psychologist, a nurse on special assignment, and an additional part-time nurse are being added to the District's roster of in-house and contracted staff to support students. In addition, the District's

caseworkers are being transitioned to full-time position to enable them to manage an expanded caseload and serve more students. Healthy system conditions are those conditions that are conducive to and facilitate student learning. To promote healthy system conditions, the District is maintaining an Assistant Principal on a special assignment as the Supervisor of Equity and Engagement, updating 900 student Chromebooks, procuring video conferencing licenses, providing mobile hotspot services for students that have substandard or no home internet connection, and is utilizing technology coaches and other staff to promote effective remote instruction techniques. In addition, contracted hours for paraprofessionals will be expanded using these ESSER funds. The strategies described above were identified using student data and observations gathered from the 2019-20 and 2020-21 school year. Throughout 2021-22, student data was gathered and analyzed, and the strategies that were determined to be most effective were retained for the 2022-23 school year.

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)

As described in prior sections, student learning gaps are evaluated using data gathered through a number of diagnostic tools and assessments, and resources and interventions are established for individual students based on those assessments. The District will frequently monitor student achievement data as the 2021-22 school year progresses to determine the effectiveness of the strategies it has selected as part of the accelerated growth plan, and will make changes and revisions to the plans as needed if any selected strategies are found to be ineffective. Student data from 2021-22 and trend data from prior years were used to inform the strategies and decisions for the 2022-23 school year to ensure that the District continued to meet the needs of its learners.

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)
Avon Grove School District	(10) Providing mental health services and supports.	An additional school counselor will be hired to provide social-emotional health supports to students.
Avon Grove School District	(10) Providing mental health services and supports.	An additional school psychologist will be contracted through the local intermediate unit to provide mental and social-emotional health supports to students, and the District's in-house staffing level of psychologists will be increased.
Avon Grove School District	(10) Providing mental health services and supports.	The District's four part-time caseworkers will be transitioned to full-time positions to be able to manage larger caseloads and serve more students.
Avon Grove School District	(2) Coordination of preparedness and response...	A nurse on special assignment will be maintained to coordinate with the Chester County Health Department and other agencies, monitor local COVID-19 case levels and community transmission, serve as a key component of the District's local COVID-19 response effort, monitor guidance issued by the CDC and other organizations, and

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LEA Name	Allowable Usage of Funds	Description (1000 max characters)
		communicate with District employees and the community at large regarding COVID-19's impact on school operations.
Avon Grove School District	(15) Other activities that are necessary...	A part-time nurse will be transitioned to a full-time position to provide additional nursing and medical services to students, and to increase the District's available resources in the event that there is a resurgence of COVID-19 cases within the District's schools.
Avon Grove School District	(4) Activities to address the unique needs of low-income children...	An Assistant Principal will be maintained on a special assignment as the Supervisor of Equity and Engagement to identify, monitor, and direct resources to students from low-income backgrounds, students from families where English is not the primary spoken language, or student who have some other circumstance that make them particularly susceptible to being negatively impacted by the COVID-19 pandemic.
Avon Grove School District	(9) Purchasing educational technology...	900 student Chromebooks will be purchased to replace outdated Chromebooks and ensure students have continued access to functional technology resources.
		During 2020-21, three teachers were placed on special assignment to provide support and coaching to other teachers

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LEA Name	Allowable Usage of Funds	Description (1000 max characters)
Avon Grove School District	(15) Other activities that are necessary...	and promote effective remote instruction practices. In addition, stipends will be paid to four teachers in 2021-22 and future years to continue promoting the effective use of technology in the classroom.
Avon Grove School District	(15) Other activities that are necessary...	The District's existing contract for a Network Technician through the local intermediate unit will be supplemented to ensure the District's network infrastructure is adequately supported and maintained.
Avon Grove School District	(15) Other activities that are necessary...	The District's technology department will utilize students as summer interns to prepare student Chromebooks for distribution at the start of school in the fall of 2021. Due to the length of time the District's Chromebooks were out of the buildings due to the 2019-20 pandemic closure, significant additional time is anticipated to properly catalogue the returned devices, test the devices to ensure that they function correctly, and make needed repairs or replacements.
Avon Grove School District	(15) Other activities that are necessary...	During the pandemic shutdown in the spring of 2020, the District provided free meals to students to ensure that they had access to adequate nutrition while schools were closed. This pickup program was operated through the summer of 2020 and again in the summer of 2021. ESSER II

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LEA Name	Allowable Usage of Funds	Description (1000 max characters)
		funds are earmarked to help support the salaries and benefits of employees who worked during these periods, and during periods when food service workers were employed while schools were closed.
Avon Grove School District	(7) Purchasing supplies to sanitize and clean...	Cleaning and sanitizing supplies, disinfectant, acrylic barriers, PPE, and other supplies will be purchased as necessary to ensure that the District's instructional buildings can continue to operate safely and limit the transmission of COVID-19.

Section: Narratives - ESSER II Fund Assurances

ESSER II FUND ASSURANCES

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

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

Yes

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

Yes

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

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

Yes

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

Yes

The LEA will comply with all reporting requirements, including those in Section 15011 of the CARES Act

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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

\$1,773,814.00

Allocation

\$1,773,814.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$1,773,814.00

Allocation

\$1,773,814.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$111,326.35	Salary for an additional school counselor to provide social-emotional health supports to students. (Note: this salary amount spans multiple years.)
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$72,278.90	Benefits and payroll taxes for an additional school counselor to provide social-emotional health supports to students. (Note: this benefit amount spans multiple years.)
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$27,208.78	Salaries and wages paid to four full-time caseworkers. The District's four caseworkers are currently part-time, and are being transitioned to full-time to be able to manage

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Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$45,608.09	<p>a larger caseload and serve more students.</p> <p>Benefits and payroll taxes paid to four full-time caseworkers. The District's four caseworkers are currently part-time, and are being transitioned to full-time to be able to manage a larger caseload and serve more students. (Note: because the caseworkers are now eligible for medical benefits, 100% of the medical benefits cost are charged to this grant.)</p>
2400 - Health Support Services	100 - Salaries	\$49,667.12	<p>Salary for a nurse on special assignment (covering 50% of the 2020-21 school year). The nurse on special assignment is tasked with coordinating with the Chester County Health Department and other agencies, monitoring local COVID-19 case levels and community transmission, monitoring guidance issued by the CDC and other organizations, and communicating with District employees and the community at large regarding COVID-19's impact on school</p>

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Function	Object	Amount	Description
			operations.
2400 - Health Support Services	200 - Benefits	\$29,808.34	Benefits and payroll taxes for a nurse on special assignment (covering 50% of the 2020-21 school year). The nurse on special assignment is tasked with coordinating with the Chester County Health Department and other agencies, monitoring local COVID-19 case levels and community transmission, monitoring guidance issued by the CDC and other organizations, and communicating with District employees and the community at large regarding COVID-19's impact on school operations.
2400 - Health Support Services	100 - Salaries	\$50,348.27	Salary for a part-time nurse will be transitioned to a full-time position to provide additional nursing and medical services to students, and to increase the District's available resources in the event that there is a resurgence of COVID-19 cases within the District's schools.
			Benefits and payroll taxes for a part-time

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Function	Object	Amount	Description
2400 - Health Support Services	200 - Benefits	\$42,116.38	<p>nurse will be transitioned to a full-time position to provide additional nursing and medical services to students, and to increase the District's available resources in the event that there is a resurgence of COVID-19 cases within the District's schools. (Note: because the nurse is now eligible for medical benefits, 100% of the medical benefits cost are charged to this grant.)</p>
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$87,237.83	<p>Salary for an Assistant Principal on special assignment (covering 50% of 2020-21 and approximately 50% of 2021-22) serving as the Supervisor of Equity and Engagement. The Supervisor of Equity and Engagement is tasked with identifying, monitoring, and directing resources to students from low-income backgrounds, students from families where English is not the primary spoken language, or students who have some other circumstance that make them particularly susceptible to being negatively impacted by</p>

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Function	Object	Amount	Description
			the COVID-19 pandemic.
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$53,563.45	Benefits and payroll taxes for an Assistant Principal on special assignment (covering 50% of 2020-21 and approximately 50% of 2021-22) serving as the Supervisor of Equity and Engagement. The Supervisor of Equity and Engagement is tasked with identifying, monitoring, and directing resources to students from low-income backgrounds, students from families where English is not the primary spoken language, or students who have some other circumstance that make them particularly susceptible to being negatively impacted by the COVID-19 pandemic.
2800 - Central Support Services	100 - Salaries	\$10,393.56	Stipends paid to teachers for work outside of the normally contracted day to serve as instructional technology liaisons and provide support and coaching to teachers on using instructional technology effectively.
			Benefits and payroll

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Function	Object	Amount	Description
2800 - Central Support Services	200 - Benefits	\$4,504.52	taxes paid on stipends paid to teachers for work outside of the normally contracted day to serve as instructional technology liaisons and provide support and coaching to teachers on using instructional technology effectively.
2800 - Central Support Services	100 - Salaries	\$9,381.08	Wages paid to summer technology interns to prepare student Chromebooks for distribution at the start of school in the fall of 2021. Due to the length of time the District's Chromebooks were out of the buildings due to the 2019-20 pandemic closure, significant additional time is anticipated to properly catalogue the returned devices, test the devices to ensure that they function correctly, and make needed repairs or replacements.
			Payroll taxes on wages paid to summer technology interns to prepare student Chromebooks for distribution at the start of school in the fall of 2021. Due to the length of time the

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Function	Object	Amount	Description
2800 - Central Support Services	200 - Benefits	\$834.85	District's Chromebooks were out of the buildings due to the 2019-20 pandemic closure, significant additional time is anticipated to properly catalogue the returned devices, test the devices to ensure that they function correctly, and make needed repairs or replacements.
3100 - Food Services	100 - Salaries	\$90,735.22	Salaries and wages paid to food service staff that provided meal services to students during the summer meal pick-up programs and during periods where the District's full complement of food service staff were employed, but schools were closed or had limited in-person student attendance.
3100 - Food Services	200 - Benefits	\$34,882.57	Benefits and payroll taxes paid to food service staff that provided meal services to students during the summer meal pick-up programs and during periods where the District's full complement of food service staff were employed, but schools were closed or had limited in-person

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Function	Object	Amount	Description
			student attendance.
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$315,072.84	An additional school psychologist will be contracted through the local intermediate unit to provide mental and social-emotional health supports to students.
2800 - Central Support Services	700 - Property	\$414,600.90	900 student Chromebooks to replace end-of-life devices and ensure students have access to functional technology resources.
2800 - Central Support Services	300 - Purchased Professional and Technical Services	\$20,000.00	The District's existing contract for a Network Technician through the local intermediate unit will be supplemented to ensure the District's network infrastructure is adequately supported and maintained.
2600 - Operation and Maintenance	600 - Supplies	\$4,560.00	Cleaning and sanitizing supplies, disinfectant, acrylic barriers, PPE, and other supplies will be purchased as necessary to ensure that the District's instructional buildings can continue to operate safely and limit the transmission of COVID-19.

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Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$80,815.95	Salaries to increase an in-house school psychologist to full-time to provide mental and social-emotional health supports to students.
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$36,457.78	Benefits and payroll taxes for an in-house school psychologist to provide mental and social-emotional health supports to students.
2200 - Staff Support Services	100 - Salaries	\$113,436.16	Salaries for three teachers who were placed on special assignment in 2020-21 to serve as remote learning coaches and support the online instruction program. These coaches were tasked with recommending strategies for effectively engaging remote learners, continuously evaluating the impact of instructional practices on student learning in a remote environment, promoting digital citizenship, providing feedback to teachers on effective teaching techniques, and a multitude of other tasks designed to ensure student success.

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Function	Object	Amount	Description
2200 - Staff Support Services	200 - Benefits	\$68,975.06	Fringe benefits and payroll taxes for three teachers who were placed on special assignment in 2020-21 to serve as remote learning coaches and support the online instruction program. These coaches were tasked with recommending strategies for effectively engaging remote learners, continuously evaluating the impact of instructional practices on student learning in a remote environment, promoting digital citizenship, providing feedback to teachers on effective teaching techniques, and a multitude of other tasks designed to ensure student success.
		\$1,773,814.00	

Section: Budget - Budget Summary

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

Budget

\$1,773,814.00

Allocation

\$1,773,814.00

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	\$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 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	\$219,351.08	\$154,344.77	\$315,072.84	\$0.00	\$0.00	\$0.00	\$0.00	\$688,768.69
2200 Staff Support Services	\$113,436.16	\$68,975.06	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$182,411.22
2300 SUPPORT SERVICES – ADMINISTRATION	\$87,237.83	\$53,563.45	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$140,801.28
2400 Health Support Services	\$100,015.39	\$71,924.72	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$171,940.11
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	\$4,560.00	\$0.00	\$4,560.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$19,774.64	\$5,339.37	\$20,000.00	\$0.00	\$0.00	\$0.00	\$414,600.90	\$459,714.91
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	\$90,735.22	\$34,882.57	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$125,617.79

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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
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
	\$630,550.32	\$389,029.94	\$335,072.84	\$0.00	\$0.00	\$4,560.00	\$414,600.90	\$1,773,814.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$1,773,814.00