

Section: Narratives - Assessing Impacts and Needs

LEA ARP ESSER APPLICATION

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by Local Education Agencies (LEAs), schools, and educators to support students during the COVID-19 pandemic. The application below requests information from LEAs about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts, (3) Specific elements in the LEA Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B. As used in this application, "the LEA" refers to the Grantee defined in the Grant Agreement.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the LEA application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

Section I: Assessing Impacts and Needs

In this first section, LEAs are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the LEA's promising practices in supporting student needs since March 2020.

Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local

assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	Marking period report card progress and grades, teacher / parent feedback (surveys, personal interactions, scheduled meetings, etc.), state and local assessments will be utilized to measure the academic impact of lost instructional time impacted by the COVID-19 Pandemic.
Chronic Absenteeism	Skyward, (district student management system) will assist with tracking student absences. Should chronic absenteeism surface, a Student Attendance Improvement Plan (SAIP) will be implemented to extend support to students and parents by the teachers, counselors, social worker, and administration.
Student Engagement	Student interest and participation in before and after school engagement activities. in addition to the utilization of student, family, school and community feedback surveys and inquiries. Failing grades, attendance and graduation rates.
Social-emotional Well-being	School administrators, learning facilitators, counselors, social worker, teachers, parents, and local partner agencies will analyze student feedback, social emotional surveys, and needs assessment data (PAYS survey) to address the social-emotional well-being of students.
Other Indicators	None

Documenting Disproportionate Impacts

2. Identify **at least three student** groups in the LEA that faced particularly significant impacts from the pandemic. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	Classroom progress monitoring data, involvement with intervention support programs, district percentage of free and reduced breakfast / lunch meal program needs, community offerings and engagement opportunities.
English learners	2020-2021 WIDA ACCESS results and past performance on local and state assessments, grade level progress monitoring and teacher feedback.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Progress monitoring Information, IEP Meetings, Parent Feedback, Teacher Observations

Reflecting on Local Strategies

3. Provide the LEA’s assessment of the top two or three strategies that have been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Include at least one strategy addressing **academic needs** and at least one strategy addressing **social-emotional needs**.

	Strategy Description
Strategy #1	Academic needs - The impact of school closures and classrooms surrounding COVID-19 has left a scar on student learning and overall academic student performance. The need to implement additional student support services (Learning Loss Facilitators, credit recovery programs, community partnership, community support services such as PA Counseling, Ponessa Counseling, student tutoring, homework club support programs) and community programs (local churches, Pa Counseling, Ponessa Counseling, Juvenile Probation) is key to addressing student learning loss and academic growth for student success.

i. **Impacts that Strategy #1 best addresses:** (select all that apply)

- Academic impact of lost instructional time**
- Chronic absenteeism**
- Student engagement**
- Social-emotional well-being**
- Other impact**

ii. **If Other is selected above, please provide the description here:**

iii. **Student group(s) that Strategy #1 most effectively supports:** (select all that apply)

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

iv. If Other is selected above, please provide the description here.

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	The social - emotional needs on students surrounding COVID-19 continues to impact many. The need to address student support mechanisms and engagement opportunities so children understand that they are not alone with the changes throughout the school and community environments will be a focus. Providing students, families and teachers with additional counselor engagement options is an area of need.

i. Impacts that Strategy #2 best addresses: (select all that apply)

- Academic impact of lost instructional time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

ii. If Other is selected above, please provide the description here:

iii. Student group(s) that Strategy #2 most effectively supports: (select all that apply)

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

iv. If Other is selected above, please provide the description here.

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	

i. Impacts that Strategy #3 best addresses: (select all that apply)

- Academic Impact of Lost Instructional Time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

ii. If Other is selected above, please provide the description here:

iii. Student group(s) that Strategy #3 most effectively supports: (select all that apply)

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

iv. If Other is selected above, please provide the description here:

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

In this second section, LEAs are asked to provide information on how stakeholders will be engaged in planning for the use of ARP ESSER funds, how stakeholder input will be utilized, and how the LEA will make its LEA Plan for the Use of ARP ESSER Funds transparent to the public—all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

4. Stakeholder Engagement

Describe how the LEA, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders. **(3,000 characters max)**

(Stakeholders include students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the LEA, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

As a result of the Covid-19 health pandemic, the Cornwall-Lebanon School District re-focused how to best deliver our educational programs and student support services to the students and families impacted at all levels throughout our school district. Because of these early efforts, the Cornwall-Lebanon School District was able to make use of our district communication and outreach mechanisms to obtain feedback and important insights from the students, families, staff and community stakeholders.

5. Use of Stakeholder Input

Describe how the LEA has taken or will take stakeholder and public input into account in the development of the LEA Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

Important feedback surrounding the impact of the Covid-19 secured from the Cornwall-Lebanon School District communication outreach efforts will carry forward into 2021-2022 school year and beyond. These include the ability to maintain flexibility with our educational offerings to include both in-person and online options for students to address the unique needs of our students and their families. Maintain flexibility with how our families can attend school events, extracurricular activities, and local governance by making better use of technology to capture the opportunity to live stream events. In addition, the need to make use of alternative spaces for student instruction to enhance social distancing. Make available mental health resources to students, families to address concerns about the pandemic, feelings of isolation, and other factors related to the disruption caused by the Covid-19 pandemic. Maintain the option for students, families and staff to wear masks.

6. Public Access to LEA Plan for the Use of ARP ESSER Funds

Describe the process for development, approval, and making public the LEA Plan for the Use of ARP ESSER Funds. The LEA Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

The general process in the development of the plan for ARP ESSER Funds: Examination of state guidance, Review of stakeholder communication feedback (student, family, staff, community partners), Consultation with local health officials, Meetings with the district education association (CLEA) for input and understanding, Collaboration with IU13, our local intermediate unit for the county, Approval of the plan with Cornwall-Lebanon School District school board members upon plan the consultation / review, Making the plan available to the public and community, Construction of Covid-19 resources and communication resources on and throughout the Cornwall-Lebanon School District official website to communicate the plan and update mitigation efforts, Develop and make use of the district automated messaging system to share the plan and regular updates, Make use of district social media outlets to share the plan and ongoing updates, Understanding of ongoing management of the plan, Ongoing discussions with our local health officials on recommended changes based fluctuating data and conditions, Stay attuned to local, state, and federal guidance and mandated mitigation efforts, Focus on overall feedback from all stakeholders involved for the Cornwall-Lebanon School District plan to be most successful.

Section: Narratives - Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

Section III: Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

In this third section, LEAs are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the LEA plan for the use of ARP ESSER funds, beginning with the minimum 20 percent reservation, to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

Instructions: For both (a) the 20 percent reservation to address the impact of lost instructional time and (b) remaining funds, describe the LEA's principles for emphasizing educational equity in expending ARP ESSER funds, including but not limited to:

- Responding to students' academic, social, emotional, and mental health needs, and addressing opportunity gaps that existed before—and were exacerbated by—the pandemic.
- Allocating funding to individual schools and for LEA-wide activities based on student need.
- Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.
- Taking steps to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the ARP ESSER-supported program, in compliance with the requirements of section 427 of GEPA (20 U.S.C. 1228a).
- Attending to sustainability of plans supported by non-recurring ARP ESSER funds beyond the ARP ESSER funding period.

7. Plan for 20 percent Reservation to Address the Impact of Lost Instructional Time (Learning Loss)

How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs? **(3,000 characters max)**

The response must include:

- a. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the LEA has selected, and how the LEA will evaluate the impact of those interventions on an ongoing basis to determine effectiveness.
- b. How the evidence-based interventions will specifically address the needs of student groups most disproportionately impacted.
- c. The extent to which the LEA will use funds it reserves to identify, engage, and support (1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and (2) students who did not consistently participate in remote instruction when offered during school building closures.

Interventions - The use of scientifically based intervention programs to support our student learning and needs within each of the school level environments. The use of support materials to assist in academic program support for Tier I, 2, 3 due to learning loss and remediation needs impacted by the Covid-19 pandemic will be discussed utilized with students and staff. Attendance - The Cornwall-Lebanon School District utilizes attendance and mailings to student homes. In addition, the district sends attendance communication home for unexcused absences after the 1st, 2nd, 3rd days of a unexcused absence. District communication mailings: A plan for communication between home and school on day 7, and 10 of excused absences will also continue to keep parents/guardians know of their child's overall attendance. For any unexcused absence, the district utilizes a SAIP to provide a plan of support for the student and parent(s)/guardian(s) to ensure they understand the importance of coming to school. This process correlates to all levels throughout the K-12 school environments. Parent/Guardian communication - CLSD continually interacts with their stakeholders to ensure open lines of communication to obtain feedback and gain overall insights. At the elementary and secondary level- district and school websites, news letters from school administrators and staff, daily online communication (Schoology, Skyward), parent/guardian conferences, attendance notifications, parent/guardian conferences, open house at all schools, attendance notifications, before and after school student engagement activities. Positive Behavior Interventions and Supports - Each school within the district has a PBIS framework within their school. These frameworks are to support social and emotional learning within each school. Additionally, these intervention training opportunities for students and staff help to establish positive school climate and culture for where students can engage in learning in a safe, positive, and engaging learning environment. Student Assistant Programs - The secondary schools have SAP teams, the elementary school staff members will be trained in SAP to ensure there is a SAP team in each elementary school. This will provide social emotional support within each school. Before and after school programs - Head Start, YMCA, local daycare facilities, after school tutoring, homework support clubs, enrichment programming and opportunities (athletics, arts, etc...) for all students to participate. The funds will be utilized to ensure all programs are continuing that were implemented previously during the 2020-2021 school year, such as, credit recovery opportunities for our students utilizing our online services (Edmentum Edoptions Academy), Schoology, Study Island, Learning Focused Schools Refresher, Speech support, providing our disproportionate students without internet with hot spots, and continuing our one to one initiative for all students.

8. Plan for Remaining Funds *(funds not described under the question above)*

How will the LEA spend its remaining ARP ESSER funds including for each of the four fields below, as applicable? **(3,000 characters max)**

- a. Continuity of Services: How will the LEA use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
- b. Access to Instruction: How will the LEA use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
- c. Mitigation Strategies: How will the LEA use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to

effectively maintain the health and safety of students, educators, and other staff? Consider the LEA's Health and Safety Plan in developing the response.

- d. Facilities Improvements: How will the LEA use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the LEA's Health and Safety Plan in developing the response.

To address the learning loss and gap caused by the impact of the COVID-19 pandemic and increase absenteeism due to quarantine time at the elementary, middle, and high school levels, the key plan is to establish a more efficient connection between student homes and teacher/classroom environments to support the increasing use of district technology and support needs. This focus will include professional development opportunities for teaching staff with the current integration of technology at various levels. The Cornwall-Lebanon School District will continue to monitor device replacement needs at all grade levels and programs to ensure continuity of instruction. A number of mitigation strategies will need to continue for students and staff to best utilize the learning environments impacted by Covid-19. and to keep student environments and learning areas safe. We plan to continue working directly with community partners and service providers to best serve our students and support programs. The goal of making our contract tracing process more efficient to minimize the overall number of students and staff that need to be quarantine to lessen disruptions to our instructional time. Additionally, the need to provide a continuity of services to support all students is vital due to the impact of Covid-19 and the social emotional learning affects on our students, parents, staff and community. The plan to grow our student engagement opportunities with providing after school and summer learning/enrichment opportunity and options is necessary so students can maintain and grow in their academic and personal growth and feel success. We as a district will continue to contract with community programs and outreach liaisons to assist with student learning needs, in a effort to close the the learning loss deficient caused by Covid-19 and the pandemic. In the area of professional development, Cornwall-Lebanon School District will provide teachers and staff the opportunity to engage in a variety of professional development trainings and activities designed to support student learning with an emphasis on curriculum standards, assessment data, understanding progress monitoring and analysis, and strategies to meet the needs of diverse learners impacted by the Covid-19 Pandemic.

9. For LEAs with one or more Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) school only

Please verify consultation of the [Evidence Resource Center](#) in developing the LEA Plan for the Use of ARP ESSER Funds and provide a justification for any intervention that is not supported by tier 1, 2, 3, or 4 evidence. If the LEA does not include a school with a CSI or ATSI designation, indicate "Not Applicable."
(3,000 characters max)

Not Applicable

10. 20% Reservation Calculation

Please enter your ARP ESSER total allocation amount and then click Save.

***Please ensure that your 20% (or greater) budgeted amount for Learning Loss is itemized in your Budget.**

Project #: 223-21-0102
Agency: Cornwall-Lebanon SD
AUN: 113381303
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	5,957,630	20%	1,191,526

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

In this fourth section, LEAs are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

11. Capacity for Data Collection and Reporting

LEAs must continuously monitor progress and adjust strategies as needed. Describe the LEA's capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	As a result of the Covid-19 pandemic, student learning and the academic impact of overall lost of instructional time would have to be analyzed for both secondary and elementary level students. On going monitoring, review of student progress at grade and Instructional levels need to occur. In addition to progress monitoring of grade level skills and a review of PA learning standards, additional intervention resources may be necessary.
Opportunity to learn measures (see help text)	Based on a number of prior survey results and feedback from student, parent, families, teachers and community stakeholders, the district had just initiated an early technology plan to provide the opportunity to continue district efforts for personalized learning for students in the Cornwall-Lebanon School District. The student benefit for a 1:1 initiative and roll out of technology devices at all levels be a big task b and ut is necessary for students impacted by Covid-19 and academic instructional needs so students remain engaged in their learning with teachers, students and support programs. The teachers benefit from the use of our technology services providing hour long technology professional learning segments on their own time. These segments give opportunities for our staff to learn different technology programs that directly relate to student learning. Additionally, all staff members utilize Schoology, this platform allows teachers to interact directly with students for in class lessons and instruction. It provides opportunities for students to remediate and accelerate their learning of the material being taught within each in-person class.
Jobs created and retained (by number of FTEs and position type) (see help text)	Guidance support specialist, virtual staff members (Principal, Teachers, Tech Services, Instructional Assistants) for our online virtual program, Librarians, Counselor, Social Worker, Nurse(s), Custodial/Maintenance for deep cleaning, Summer 2021 COVID-19 professional and technical supports for in district student who attends an outside program, Summer School salaries (Nurse, Teachers), Autistic Support Teacher brought back from IU, Building Substitutes to support staffing shortages, Partial salaries for Title I and Title II teachers, credit recovery through Edmentum Edoptions Academy, Keystone Distance Learning, additional salaries for summer school teacher instruction for students in 2022, 2023, and 2024, summer recover courses through

	Data Collection and Analysis Plan (including plan to disaggregate data)
	Edmentum Edoptions Academy in the summers of 2022, 2023, and 2024, and all additional instructional programming based on stakeholder survey's.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Professional and support staff stipends directly associated with Covid-19 mitigation efforts and data collection. After school student engagement involvement activities and materials. Summer learning and enrichment program needs associated with required resources. Summer school staff stipends for summer remediation and enrichment program offerings at all levels for student learning loss and student engagement opportunities. Supplemental technology needs to execute the instructional models available to students and families.

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

Please complete each of the following assurances prior to plan submission:



The LEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the LEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools).



The LEA will complete quarterly Federal Financial Accountability Transparency Act (FFATA) reports and comply with all PDE reporting requirements, including on matters such as:

- How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to LEA support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each LEA's and school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- LEA uses of funds to sustain and support access to LEA-supported early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the FFATA; and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER fund use.



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: (a) the United States Department of Education and/or its Inspector General; (b) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority; (c) the Pennsylvania Department of Education; and/or (d) the Pennsylvania Auditor General, Pennsylvania Inspector General, or any other state agency.



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



The LEA will maintain inventory records, purchase orders and receipts for equipment (over \$5,000) purchased, all computing devices, and 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.



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).



The LEA will conduct its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race; color; national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the LEA must comply with all regulations, guidelines, and standards issued by the United States Department of Education under any of these statutes.



The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA¹. High poverty schools are

the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

¹Calculations for Maintenance of Equity: Per Pupil Funding from combined State and local funding = Total LEA funding from combined State and local funding for all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year. Full time equivalent staff = Total full-time equivalent staff in all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year. These calculations should be completed for all schools in the LEA as well as for high poverty schools in the LEA for FY 2021-22 and 2022-23. Reductions must not be greater for high poverty schools than for all schools in the LEA.



The LEA will implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act.



The LEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from underserved racial or ethnic groups and gender groups, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, migrant students, and other groups disproportionately impacted by the pandemic that have been identified by the LEA) as required by section 2001(e)(1) of the ARP Act.



The LEA will develop and make publicly available a Plan for the Safe Return to In-Person Instruction and Continuity of Services, hereinafter referred to as the LEA Health and Safety Plan, that complies with section 2001(i) of the ARP Act. The plan will be submitted to PDE, in a manner and form determined by PDE, no later than July 30, 2021.



The LEA's Health and Safety Plan will include (1) how the LEA will, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance

from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff; (2) how the LEA will ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services; (3) how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC: (a) universal and correct wearing of masks; (b) modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); (c) handwashing and respiratory etiquette; (d) cleaning and maintaining healthy facilities, including improving ventilation; (e) contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments; (f) diagnostic and screening testing; (g) efforts to provide vaccinations to school communities; (h) appropriate accommodations for children with disabilities with respect to health and safety policies; and (i) coordination with state and local health officials.



The LEA will review its Health and Safety Plan at least every six months during the duration of the ARP ESSER grant period and make revisions as appropriate. When determining whether revisions are necessary, the LEA will take into consideration significant changes to CDC guidance on reopening schools and will seek public input and take public input into account.



The LEA's Health and Safety Plan will be made publicly available on the LEA website and must be written in a language that parents/caregivers can understand or be orally translated for parent/caregivers and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability.



The LEA will provide to PDE: (1) the URL(s) where the public can readily find data on school operating status; and (2) the URL(s) for the LEA websites where the public can find the LEA's Health and Safety plan as required under section 2001(i) of the ARP Act; and the LEA Plan for the Use of ARP ESSER Funds.

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

Please upload your LEA Health and Safety Plan below, and check the assurance indicating that you have completed your upload. Please name the file using your LEA name followed by Health and Safety Plan. example: "**LEA Name-Health and Safety Plan**"

CHECK HERE - to assure that you have successfully uploaded your LEA Health and Safety Plan.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$5,957,630.00

Allocation

\$5,957,630.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$539,000.00	Salaries for Virtual Teachers. As a result of the COVID-19 pandemic, many students have shifted to an online learning environment.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$290,000.00	Benefits for Virtual Teachers. As a result of the COVID-19 pandemic, many students have shifted to an online learning environment.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$320,000.00	Salaries for Special Education Virtual Teachers and Instructional Assistants. As a result of the COVID-19 pandemic, many students have shifted to an online learning environment.
			Benefits for Special Education Virtual

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Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$130,000.00	Teachers and Instructional Assistants. As a result of the COVID-19 pandemic, many students have shifted to an online learning environment.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$700,000.00	Salaries for Austistic Support Teachers and Instructional Assistants brought back into the district from the IU as a result of the COVID-19 pandemic.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$309,000.00	Benefits for Austistic Support Teachers and Instructional Assistants brought back into the district from the IU as a result of the COVID-19 pandemic.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$387,000.00	Salaries for Building Substitutes. As a result of the COVID-19 pandemic and subsequent staffing shortages, several positions were created to have teacher substitutes available every day.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$148,715.00	Benefits for Building Substitutes. As a result of the COVID-19 pandemic and subsequent staffing shortages, several positions were created to have teacher substitutes available every day.

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$218,000.00	Partial salaries for Title I & Title II teachers. As a result of the COVID-19 pandemic, targeted intervention and class size reduction are more important now than ever.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$55,000.00	Partial benefits for Title I & Title II teachers. As a result of the COVID-19 pandemic, targeted intervention and class size reduction are more important now than ever.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$342.00	20% RESERVATION TO ADDRESS THE IMPACT OF LOST INSTRUCTIONAL TIME: Summer 2021 COVID-19 Compensatory services for a student at the Vista School, a school intently focused on the treatment and therapy of those living with autism.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$4,858.00	20% RESERVATION TO ADDRESS THE IMPACT OF LOST INSTRUCTIONAL TIME: Summer 2021 COVID-19 Compensatory services for a student at the Vista School, a school intently focused on the treatment and therapy of those living with autism.

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Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$9,482.00	20% RESERVATION TO ADDRESS THE IMPACT OF LOST INSTRUCTIONAL TIME: FY20-21 summer school supplemental rate for teachers instructing students.
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$2,300.00	20% RESERVATION TO ADDRESS THE IMPACT OF LOST INSTRUCTIONAL TIME: FY20-21 summer school supplemental rate applicable FICA/PSERS benefits for teachers instructing students.
1400 - Other Instructional Programs – Elementary / Secondary	300 - Purchased Professional and Technical Services	\$33,200.00	20% RESERVATION TO ADDRESS THE IMPACT OF LOST INSTRUCTIONAL TIME: FY20-21 summer school credit recovery courses through Edmentum Edoptions Academy [sole source].
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$11,460.00	20% RESERVATION TO ADDRESS THE IMPACT OF LOST INSTRUCTIONAL TIME: FY21-22 summer school 2021 supplemental rate for teachers instructing students.
			20% RESERVATION TO ADDRESS THE IMPACT OF LOST

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Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$2,840.00	INSTRUCTIONAL TIME: FY21-22 summer school 2021 supplemental rate applicable FICA/PSERS benefits for teachers instructing students.
1400 - Other Instructional Programs – Elementary / Secondary	300 - Purchased Professional and Technical Services	\$2,204.00	20% RESERVATION TO ADDRESS THE IMPACT OF LOST INSTRUCTIONAL TIME: FY21-22 summer school 2021 courses through Keystone Distance Learning.
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$60,000.00	20% RESERVATION TO ADDRESS THE IMPACT OF LOST INSTRUCTIONAL TIME: Summer school supplemental rate for teachers instructing students in the summers of 2022, 2023, and 2024.
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$15,000.00	20% RESERVATION TO ADDRESS THE IMPACT OF LOST INSTRUCTIONAL TIME: Summer school supplemental rate applicable FICA/PSERS benefits for teachers instructing students in the summers of 2022, 2023, and 2024.
			20% RESERVATION TO ADDRESS THE IMPACT OF LOST

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Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	300 - Purchased Professional and Technical Services	\$75,000.00	INSTRUCTIONAL TIME: Summer school credit recovery courses through Edmentum Edoptions Academy in the summers of 2022, 2023, and 2024.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$225,902.00	20% RESERVATION TO ADDRESS THE IMPACT OF LOST INSTRUCTIONAL TIME: Great Minds PBC - Eureka Math work books [sole source].
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$40,000.00	20% RESERVATION TO ADDRESS THE IMPACT OF LOST INSTRUCTIONAL TIME: Speech support services.
1000 - Instruction	100 - Salaries	\$68,000.00	20% RESERVATION TO ADDRESS THE IMPACT OF LOST INSTRUCTIONAL TIME: To be determined instructional time wages.
1000 - Instruction	200 - Benefits	\$16,611.00	20% RESERVATION TO ADDRESS THE IMPACT OF LOST INSTRUCTIONAL TIME: To be determined instructional time benefits.
		\$3,663,914.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$5,957,630.00

Allocation

\$5,957,630.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2200 - Staff Support Services	200 - Benefits	\$13,935.00	Tuition reimbursement for virtual school teachers. As a result of the COVID-19 pandemic, a historically large portion of our student population migrated to a virtual learning environment.
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$350,000.00	Salaries for virtual school staff. As a result of the COVID-19 pandemic, a historically large portion of our student population migrated to a virtual learning environment, requiring more staff to manage the program.
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$160,000.00	Benefits for virtual school staff. As a result of the COVID-19 pandemic, a historically large portion of our student population migrated to a virtual learning environment,

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Function	Object	Amount	Description
			requiring more staff to manage the program.
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$351,500.00	Salary for a virtual school principal (over several fiscal years). As a result of the COVID-19 pandemic, a historically large portion of our student population migrated to a virtual learning environment, requiring more staff to manage the program and assist with operations. Overtime wages for secretarial support to the district's Pandemic Coordinator responding to COVID-19.
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$155,350.00	Benefits for a virtual school principal (over several fiscal years). As a result of the COVID-19 pandemic, a historically large portion of our student population migrated to a virtual learning environment, requiring more staff to manage the program and assist with operations. The applicable FICA/PSERS benefits for secretarial support to the district's Pandemic Coordinator responding to COVID-19.
			Salary for a guidance support specialist. This

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Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$14,000.00	position was created for the 2021-2022 school year to assist with many student needs as a result of the COVID-19 pandemic.
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$9,000.00	Benefits for a guidance support specialist. This position was created for the 2021-2022 school year to assist with many student needs as a result of the COVID-19 pandemic.
2200 - Staff Support Services	100 - Salaries	\$366,000.00	Salaries for the addition of two librarian positions at the elementary level for student reading support and improvement as a result of the COVID-19 pandemic.
2200 - Staff Support Services	200 - Benefits	\$210,000.00	Benefits for the addition of two librarian positions at the elementary level for student reading support and improvement as a result of the COVID-19 pandemic.
2400 - Health Support Services	100 - Salaries	\$4,000.00	Stipends and overtime wages for additional nursing hours and duties responding to the COVID-19 pandemic.

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Function	Object	Amount	Description
2400 - Health Support Services	200 - Benefits	\$1,000.00	The applicable FICA/PSERs benefits for additional nursing hours and duties responding to the COVID-19 pandemic.
2500 - Business Support Services	100 - Salaries	\$7,000.00	Overtime wages for additional accounting hours and duties tracking and accounting for all the COVID-19 federal funds (ESSER, ARP).
2500 - Business Support Services	200 - Benefits	\$1,700.00	The applicable FICA/PSERs benefits for additional accounting hours and duties tracking and accounting for all the COVID-19 federal funds (ESSER, ARP).
2600 - Operation and Maintenance	100 - Salaries	\$18,173.00	Overtime wages for custodial/maintenance personnel performing "deep cleanings" and extra cleanings in the cafeterias in response to the COVID-19 pandemic.
2600 - Operation and Maintenance	200 - Benefits	\$3,695.00	The applicable FICA/PSERs benefits for custodial/maintenance personnel performing "deep cleanings" and extra cleanings in the cafeterias in response to the COVID-19 pandemic.

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Function	Object	Amount	Description
2600 - Operation and Maintenance	600 - Supplies	\$4,036.00	PPE supplies, including disposable face masks and kid's face shields
2400 - Health Support Services	300 - Purchased Professional and Technical Services	\$137.00	20% RESERVATION TO ADDRESS THE IMPACT OF LOST INSTRUCTIONAL TIME: Summer 2021 COVID-19 Compensatory services for a student at the Vista School, a school intently focused on the treatment and therapy of those living with autism.
2400 - Health Support Services	100 - Salaries	\$700.00	20% RESERVATION TO ADDRESS THE IMPACT OF LOST INSTRUCTIONAL TIME: FY 20-21 summer school nurse wages.
2400 - Health Support Services	200 - Benefits	\$170.00	20% RESERVATION TO ADDRESS THE IMPACT OF LOST INSTRUCTIONAL TIME: FY 20-21 summer school nurse applicable FICA/PSERS benefits.
2400 - Health Support Services	100 - Salaries	\$181.00	20% RESERVATION TO ADDRESS THE IMPACT OF LOST INSTRUCTIONAL TIME: FY21-22 summer school 2021 nurse wages.
			20% RESERVATION TO ADDRESS THE IMPACT OF LOST

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Function	Object	Amount	Description
2400 - Health Support Services	200 - Benefits	\$38.00	INSTRUCTIONAL TIME: FY21-22 summer school 2021 nurse applicable FICA/PSERS benefits.
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$292,500.00	20% RESERVATION TO ADDRESS THE IMPACT OF LOST INSTRUCTIONAL TIME: PA Counseling Services or other vendor to provide additional services to students.
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$160,000.00	20% RESERVATION TO ADDRESS THE IMPACT OF LOST INSTRUCTIONAL TIME: Community in Schools of PA to provide additional services to students at Union Canal Elementary School and Ebenezer Elementary School (Title I schools).
2700 - Student Transportation	500 - Other Purchased Services	\$733.00	20% RESERVATION TO ADDRESS THE IMPACT OF LOST INSTRUCTIONAL TIME: FY20-21 transportation costs to transport students to summer school.
2200 - Staff Support Services	600 - Supplies	\$6,493.00	20% RESERVATION TO ADDRESS THE IMPACT OF LOST INSTRUCTIONAL TIME: Heggerty literacy curriculum resources for the elementary

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Function	Object	Amount	Description
			level.
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$43,500.00	20% RESERVATION TO ADDRESS THE IMPACT OF LOST INSTRUCTIONAL TIME: Learning Focused Schools Refresher professional development training.
2800 - Central Support Services	300 - Purchased Professional and Technical Services	\$12,000.00	20% RESERVATION TO ADDRESS THE IMPACT OF LOST INSTRUCTIONAL TIME: Learning Focused Schools Refresher professional development training.
2200 - Staff Support Services	600 - Supplies	\$82,875.00	20% RESERVATION TO ADDRESS THE IMPACT OF LOST INSTRUCTIONAL TIME: Learning Focused Schools Refresher Materials (high performing lessons, increasing rigor, and accelerating lessons) [sole source].
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$25,000.00	20% RESERVATION TO ADDRESS THE IMPACT OF LOST INSTRUCTIONAL TIME: Additional professional development to be determined.
		\$2,293,716.00	

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Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$68,000.00	\$16,611.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$84,611.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$1,144,000.00	\$493,715.00	\$0.00	\$0.00	\$0.00	\$225,902.00	\$0.00	\$1,863,617.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$1,020,000.00	\$439,000.00	\$40,342.00	\$0.00	\$4,858.00	\$0.00	\$0.00	\$1,504,200.00
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	\$80,942.00	\$20,140.00	\$110,404.00	\$0.00	\$0.00	\$0.00	\$0.00	\$211,486.00
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	\$364,000.00	\$169,000.00	\$452,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$985,500.00
2200 Staff Support Services	\$366,000.00	\$223,935.00	\$68,500.00	\$0.00	\$0.00	\$89,368.00	\$0.00	\$747,803.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	\$351,500.00	\$155,350.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$506,850.00
2400 Health Support Services	\$4,881.00	\$1,208.00	\$137.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,226.00
2500 Business Support Services	\$7,000.00	\$1,700.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$8,700.00
2600 Operation and Maintenance	\$18,173.00	\$3,695.00	\$0.00	\$0.00	\$0.00	\$4,036.00	\$0.00	\$25,904.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$733.00	\$0.00	\$0.00	\$733.00
2800 Central Support Services	\$0.00	\$0.00	\$12,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$12,000.00
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
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$3,424,496.00	\$1,524,354.00	\$683,883.00	\$0.00	\$5,591.00	\$319,306.00	\$0.00	\$5,957,630.00
	Approved Indirect Cost/Operational Rate: 0.0000							\$0.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
							Final	\$5,957,630.00

