

Section: Narratives - Program Description

INTRODUCTION

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

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

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

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

The district has done a comprehensive assessment of all of our students educational needs and learning capabilities to determine what supplies, equipment, staffing, and educational delivery model best meets their needs to prioritize a return to in-person instruction. Continuous communication with staff, students and families has helped the district establish priorities and develop programs that will deliver optimal results. In addition, the district is regularly monitoring the engagement and participation of all students in the learning being provided at all levels. Outreach and interventions are taking place to ensure that barriers to accessing instruction are removed. Alternative schedules, family supports and additional opportunities to attend virtual instruction are all being put into place for those students/families who desire this mode of instruction.

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

The program and implementation timeline completed a full assessment of needs and established a health and safety plan for the 2021-2022 school year that prioritizes safe in-person instruction. We immediately implemented services and assistance to staff and students and are constantly evaluating their needs.

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

The district will use the funds for technology related equipment, educational supplies, professional development, infrastructure improvements, support services, PPE, and enhanced educational programming strategies for low income learners, all of which is needed to provide a safe educational remote learning environment. The District will be prepared to provide high quality remote learning to all students when it is necessary to do so and to provide remote

instruction to all families who choose that option for their children throughout the pandemic.

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

The District will use previously created and newly developed benchmark assessments and performance tasks to assess student learning and identify gaps resulting from disruption of educational services. The District is following a model of accelerating learning in response to potential learning loss. The District personnel have identified critical skills and competencies at each grade level in core academic areas in grades K – 8, as well as the critical learning in core high school courses. The curricula in all of those courses has been modified to include any critical skills and content from previous courses students may have not mastered due to the disruption.

Please describe the LEA(s) proposed procedures for evaluating local COVID-19 impacts in relation to education programming and delivery. (3000 characters max)

Areas of emphasis should include:

- Documenting learning loss associated with extended school closure;
- Outlining the development of local continuity of education plans over the course of emergency response efforts; and
- Detailing supports for vulnerable student populations and families.

The District has created a structure and schedule to allow teachers, support staff and supervisors to work collaboratively in grade level or course-based groups to identify the key learning standards, to assess student learning broadly in order to determine how course content needs to be adjusted to provide acceleration of learning. We are using established benchmarks on standardized assessments to determine the degree to which school closures have impacted key indicators of student learning overall (e.g. Letter knowledge/recognition, phonological awareness, vocabulary, etc) in order to adjust the need for acceleration of learning in each grade level. In addition, special attention has been given to populations of students who are most at risk for falling further behind (i.e. EIs, students with IEPs) in order to determine additional time and/or intensity of learning opportunities needed at the present time and in the future. Special outreach is being made directly to families who may be struggling in grades K – 5 through the contracted services of a Social Worker made available through a previous grant. The district has developed a recurring process where individual student engagement/participation in learning opportunities and the resulting success in mastering core content is evaluated. Individual plans are developed for responses and intervention for students who are struggling. In addition, information for resources and supports is being shared at both the school and district level to increase the awareness of families of the resources and supports available to them and their children. These efforts will continue and be modified as needed throughout the pandemic.

Please describe the LEA core set of strategies that will be used to guide local investment of ESSER II funding, associated with short-range (i.e., remainder of the 2020-21 school year)

and long-range (2021-22 and 2022-2023 school years) timelines. (3000 characters max)

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

The District had evaluated the efforts during remote learning in Spring 2020, when the pandemic began. Significant funds were dedicated to provide additional resources (equipment, software, programs, etc.) that were needed to support more effective instruction and learning. In addition, significant funds were devoted to designing and providing needed professional development for all staff to scale-up the instruction being provided to students, as well as redesigning curriculum and assessment to better meet the needs of all learners in this remote and hybrid learning environment. The District is continuing to evaluate the effectiveness of the instruction being provided and will use funds to further support continued professional development and curriculum revision, including the purchase of additional resources that may be required to assess and address any learning loss and/or widening gaps in learning among the most vulnerable learners in our schools. We would also consider the need for additional personnel or contracted services to support these efforts. Continued evaluation, refinement, and enhanced implementation procedures will be key to sustained success.

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)

The District will continue to administer standardized and district-designed benchmark assessments and performance tasks in order to evaluate student learning gaps in both the overall population at each grade level and among specific groups of students. The District will then determine what additional steps need to be taken – both structurally and programmatically – to address those gaps. This work will be done with a district-wide focus initially and then carried out at the school, grade level, and classroom level.

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)
Hatboro-Horsham School District	(9) Purchasing educational technology...	<p>The District purchased Smartboards on carts for Simmons and Blair Mill Elementary Schools. This equipment is essential for elementary instruction, and because of the pandemic, technology became an even more critical component of learning. Much of the instruction transitioned to digital to avoid paper and workbook contacts. Smartboards allows for easy ability to pass control between teachers and students and digitally collaborate.</p>
		<p>Outdoor playground equipment to create an outdoor learning space at Blair Mill Elementary School (BMES). This space will allow for greater social distancing and provide equitable facilities for all HHSD elementary students. The need for having equitable outdoor space has been exacerbated by the pandemic and has disproportionately affected BMES compared to other elementary schools. BMES has 382 diverse students from families with varied</p>

Project #: FA-200-21-0185
Agency: Hatboro-Horsham SD
AUN: 123463603
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

LEA Name	Allowable Usage of Funds	Description (1000 max characters)
Hatboro-Horsham School District	(4) Activities to address the unique needs of low-income children...	socioeconomic status, with over 40% of students eligible for free or reduced meals. It has the highest number of English Learners in the District. The residual impact of COVID has especially been felt by the BMES families and student population. Through play, children develop social, emotional, physical, cognitive and language skills that transcend the playground and lay the foundation for future development. Providing children an opportunity to spend time outdoors improves concentration and engagement while increasing productivity and creativity. Recognizing that play is essential to child development and an integral part of a holistic learning approach, it is important that we address the inequities of our playground equipment.
Hatboro-Horsham School District	(14) Projects to improve the indoor air quality in school facilities...	The District purchased 237 bipolar ionization units for four schools to improve indoor air quality and reduce the risk of virus transmission. This purchase was necessary because of the COVID pandemic and allowed for a safe return to in-person instruction.
		The District contracted with the Montgomery County Intermediate Unit to offer families an option for remote programming called MVP. This option is for students that

Project #: FA-200-21-0185
Agency: Hatboro-Horsham SD
AUN: 123463603
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

LEA Name	Allowable Usage of Funds	Description (1000 max characters)
Hatboro-Horsham School District	(8) Planning for and coordinating during long-term closures...	desired a virtual, asynchronous program due to Covid concerns. The District has 66 students currently enrolled in MVP, and would have otherwise been unable to offer this instruction method for these students. The need for remote instruction is a direct result of the pandemic. The District intends to fund the MVP program for up to three (3) years using ESSER funding.
Hatboro-Horsham School District	(2) Coordination of preparedness and response...	The District is operating a robust antigen testing program for students and staff to prevent virus transmission and continue to safely operate in-person instruction. Testing is offered at different times of the day and at every school building. This request is to cover the additional labor costs associated with administering the program and the necessary testing supplies.
Hatboro-Horsham School District	(9) Purchasing educational technology...	The District had to purchase additional laptops and iPads to accommodate the more digital curriculum necessitated by the pandemic. Students at every grade level are utilizing a device as part of their instruction, including when they are learning in-person. This pivot was necessary to provide digital opportunities to collaborate so that social distancing can be maintained.
		The District purchased personal protective equipment

Project #: FA-200-21-0185
Agency: Hatboro-Horsham SD
AUN: 123463603
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

LEA Name	Allowable Usage of Funds	Description (1000 max characters)
Hatboro-Horsham School District	(7) Purchasing supplies to sanitize and clean...	<p>(e.g., masks, gloves, coveralls, electrostatic sprayers, safety vests, fans, desk shields, air purifiers, and folding tables for social distancing) to disinfect the facilities and to appropriately clean student devices returned after the 2020-21 school year. Supplies were also purchased to safely conduct music instruction. Supplies to identify the seats in school buses to allow for social distancing and improve contact tracing through assigned seating were also necessary.</p>

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

Project #: FA-200-21-0185
Agency: Hatboro-Horsham SD
AUN: 123463603
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

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

\$1,463,470.00

Allocation

\$1,463,470.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$599,013.00	<p>The District contracted with the Montgomery County Intermediate Unit to offer families an option for remote programming called MVP. This option is for students that desired a virtual, asynchronous program due to Covid concerns. The District has 66 students currently enrolled in MVP, and would have otherwise been unable to offer this instruction method for these students. The need for remote instruction is a direct result of the pandemic. The District intends to fund the MVP program for up to three (3) years using ESSER funding.</p>

Project #: FA-200-21-0185
Agency: Hatboro-Horsham SD
AUN: 123463603
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

		\$599,013.00	
--	--	--------------	--

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$1,463,470.00

Allocation

\$1,463,470.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
			<p>Outdoor playground equipment to create an outdoor learning space at Blair Mill Elementary School (BMES). This space will allow for greater social distancing and provide equitable facilities for all HHSD elementary students. The need for having equitable outdoor space has been exacerbated by the pandemic and has disproportionately affected BMES compared to other elementary schools. BMES has 382 diverse students from families with varied socioeconomic status, with over 40% of students eligible for free or reduced meals. It has the highest number of English</p>

Project #: FA-200-21-0185
Agency: Hatboro-Horsham SD
AUN: 123463603
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Function	Object	Amount	Description
2600 - Operation and Maintenance	700 - Property	\$175,000.00	<p>Learners in the District. The residual impact of COVID has especially been felt by the BMES families and student population. Through play, children develop social, emotional, physical, cognitive and language skills that transcend the playground and lay the foundation for future development. Providing children an opportunity to spend time outdoors improves concentration and engagement while increasing productivity and creativity. Recognizing that play is essential to child development and an integral part of a holistic learning approach, it is important that we address the inequities of our playground equipment.</p>
			<p>The District purchased Smartboards on carts for Simmons and Blair Mill Elementary Schools. This equipment is essential for elementary instruction, and because of the pandemic, technology</p>

Project #: FA-200-21-0185
Agency: Hatboro-Horsham SD
AUN: 123463603
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Function	Object	Amount	Description
2800 - Central Support Services	700 - Property	\$472,804.00	became an even more critical component of learning. Much of the instruction transitioned to digital to avoid paper and workbook contacts. Smartboards allows for easy ability to pass control between teachers and students and digitally collaborate.
2600 - Operation and Maintenance	600 - Supplies	\$39,463.00	The District purchased 237 bipolar ionization units for four schools to improve indoor air quality and reduce the risk of virus transmission. This purchase was necessary because of the COVID pandemic and allowed for a safe return to in-person instruction.
2800 - Central Support Services	100 - Salaries	\$21,860.00	The District is operating a robust antigen testing program for students and staff to prevent virus transmission and continue to safely operate in-person instruction. Testing is offered at different times of the day and at every school building. This request is to cover the additional labor costs associated with administering the program and the necessary testing

Project #: FA-200-21-0185
Agency: Hatboro-Horsham SD
AUN: 123463603
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Function	Object	Amount	Description
			supplies.
2800 - Central Support Services	600 - Supplies	\$65.00	The District is operating a robust antigen testing program for students and staff to prevent virus transmission and continue to safely operate in-person instruction. Testing is offered at different times of the day and at every school building. This request is to cover the additional labor costs associated with administering the program and the necessary testing supplies.
2800 - Central Support Services	600 - Supplies	\$104,252.00	The District had to purchase additional laptops and iPads to accommodate the more digital curriculum necessitated by the pandemic. Students at every grade level are utilizing a device as part of their instruction, including when they are learning in-person. This pivot was necessary to provide digital opportunities to collaborate so that social distancing can be maintained.
			The District purchased personal protective equipment (e.g.,

Project #: FA-200-21-0185
Agency: Hatboro-Horsham SD
AUN: 123463603
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Function	Object	Amount	Description
2600 - Operation and Maintenance	600 - Supplies	\$51,013.00	masks, gloves, coveralls, electrostatic sprayers, safety vests, fans, desk shields, air purifiers, and folding tables for social distancing) to disinfect the facilities and to appropriately clean student devices returned after the 2020-21 school year. Supplies were also purchased to safely conduct music instruction. Supplies to identify the seats in school buses to allow for social distancing and improve contact tracing through assigned seating were also necessary.
		\$864,457.00	

Section: Budget - Budget Summary

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

Budget

\$1,463,470.00

Allocation

\$1,463,470.00

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	\$599,013.00	\$0.00	\$0.00	\$0.00	\$0.00	\$599,013.00
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								

Project #: FA-200-21-0185
Agency: Hatboro-Horsham SD
AUN: 123463603
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$90,476.00	\$175,000.00	\$265,476.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$21,860.00	\$0.00	\$0.00	\$0.00	\$0.00	\$104,317.00	\$472,804.00	\$598,981.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Project #: FA-200-21-0185
Agency: Hatboro-Horsham SD
AUN: 123463603
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$21,860.00	\$0.00	\$599,013.00	\$0.00	\$0.00	\$194,793.00	\$647,804.00	\$1,463,470.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$1,463,470.00