

**Virginia Department of Education
School Division/LEA ARP ESSER Spending Plan**

DRAFT

Introduction

On October 24, 2022, Governor Glenn Youngkin and state education leaders presented to the public a [summary](#) of the 2022 National Assessment of Education Progress data for Virginia. The data indicate that Virginia had the most significant declines in reading and mathematics in the nation. [Our Commitment to Virginia’s Children](#) is a seven step action plan to reverse the downward path of declining achievement and ensure that all children in Virginia have the tools and support structure to get back on track.

In Action Seven of the action plan, Governor Youngkin challenges school divisions to spend all of their remaining Elementary and Secondary School Emergency Relief (ESSER) funds on proven efforts to recover learning like: supplementing learning through instruction before school, after school, on weekends, and in the summer; providing direct support to families to access tutoring; extending the school year; and rewarding those teachers and schools that make the greatest impact on student learning with performance bonuses. Action Seven also directs the State Superintendent of Public Instruction to require all school divisions to reengage the public in consultation and to update their American Rescue Plan (ARP) ESSER spending plans, as initially required by federal regulation, by December 31, 2022.

To meet the requirement to update the ARP ESSER spending plan, each school division/Local Educational Agency (LEA) must complete all sections of this template. The completed template must be made publicly available on the LEA website by December 31, 2022. The Office of Federal Pandemic Relief Programs will monitor the public posting of updated plans on LEA websites and the alignment of updated plans with LEAs’ applications for ARP ESSER funds. Questions about this template should be directed to vdoefederalrelief@doe.virginia.gov.

Section 1: General Information

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| A. School Division/LEA Name | Southampton County Public Schools | |
| B. Division Number | 087 | |
| C. Contact Name | Kelli Gillette | Lorraine Greene Whitehead |
| D. Contact Email | kgillett@southampton.k12.va.us | lorraine@southampton.k12.va.us |
| E. Contact Phone # | 757-653-2692 (SBO) | (757-899-0948 Cell) |
| F. Amount of ARP ESSER funding allocated to LEA: | <u>\$4,327,551.78</u> | |

Section 2: Transparency and Accessibility

- A. LEA webpage where plan is posted (provide URL)
- Original- <https://www.southampton.k12.va.us/Page/6849>
 - Updated- <https://www.southampton.k12.va.us/Page/6849>
- B. **Describe how the plan is, to the extent practicable, written in a language that parents can understand, or if not practicable, “will be happy” to orally translate the plan for parents with limited English proficiency:** Southampton County Public Schools ELL Specialist will assist with translation for parents with “limited English proficiency”. Our ELL Specialist worked

as an advocate for English Learner Families and she is a trained interpreter for courts and the hospital. She is first generation Mexican and thrives on supporting new families arriving in the U. S. while supporting our current population of EL students.

- C. **Describe how the plan will be provided upon request in an alternative accessible format to a parent who is an individual with a disability:** Upon request, our Special Education Department, as well as IT department and Federal Programs Community Liaison, will work to accommodate any “individual with a disability”. One such alternate format may be a meeting where we read it to the individual and/or visit the individual at their home (especially those individuals who have limited/no transportation or mobility) and read it to them and/or give them a hard copy. At this time, we will also solicit their input.

Section 3: Opportunity for Public Comment

- A. **Describe how the LEA provided the public the opportunity to provide input on the updated ARP ESSER spending plan since initial submission in August 2021, with emphasis on the 2022-2023 school year :** We provide opportunities continuously for the public to provide input on the updated ESSER spending plan. Dr.Shannon publicized the plan on the county school’s website as well as had us present the plan/it’s components at a school board meeting that was publically attended as well as broadcast. The Community Liaison is involved in many civic organizations and publicized the plan and solicited input from community stakeholders. In addition, she talks to people, including students, in the community everywhere she goes and asks them for their input/feedback for how they feel about our schools and what they see as needs for Southampton County Public Schools. We know and understand that a close relationship with our community is paramount to our students academic success and for finding ways and means of meeting the needs of our families.
- B. **Describe how the LEA took public input since August 2021 into account:** Families and faculty are continuously interviewed to solicit input. The LEA District Advisory Councils for Title I, Pre-K/VPI, Special Education and Vo Tech include opportunities for parents, community stakeholders and parents to provide input. We take their suggestions/concerns seriously. One such suggestion was the bathrooms and lighting for the athletic fields. We made sure that we included that into our application. If their suggestions are feasible, practical, affordable and would be of benefit to our students and faculties, we make every effort to include them into our plans.

Section 4: Consultation with Stakeholders

Describe how the LEA consulted with each stakeholder group below. If a stakeholder group is not present in the LEA, indicate Not Applicable in the description of consultation conducted. If the LEA conducted a survey as a consultation method, provide a summary of the survey results as an Appendix to this spending plan.

- A. Students

Description of consultation conducted: The Community Liaison interviewed/held conversations with students in several different scenarios: in their schools/classrooms, at athletic events; in public gatherings, Walmart, churches, huntclubs, etc.

Uses consulted on: We asked them how they felt about their health and safety, what they felt their schools needed to help them learn, what the needs of their families are, if they thought their schools needed any updates to help them better learn/feel more comfortable and their opinions of their teachers.

Feedback received: The students that were in classrooms didn't like the smell of the old carpets, at the high/middle schools they were excited about the athletic building/field house and bathrooms near the ball fields, they liked that they each had their own device to work with and the charging stations, most all of the students said they felt very comfortable/safe at school and liked their teachers and school. Elementary students like the lessons that are more interactive and engaging...doing stuff. One student just wants candy.

B. Families

Description of consultation conducted: We have several District Advisory Councils that all include parents: SPED, Title I, VPI Steering Committee, Family Council Western Tidewater, and the Technical Career Center. In addition, the Community Liaison frequently visits/holds conversations with parents at the most under-resourced communities in Southampton County (trailer parks, public housing, isolated rural communities, etc.), as well as maintains a close relationship with the management of the trailer parks and public housing who informs her of the conditions and needs of the families.

Uses consulted on: facilities, HVAC, sanitation, social/emotional needs, academics/remediation/recovery of lost learning, personnel, sanitation, internet access and general perception/needs.

Feedback received: Many of the families from the most underresourced communities seem to be in survival mode; however, they were excited about the Parent Resource Center at the School Board Office for recovery of lost learning. They also approve of the field house on the athletic fields (which incorporate the bathrooms) as they see it as a great asset for student moral and opportunity for additional class space in the building, as the weight room will be moved out there, for other learning. The bathrooms near the ball fields were actually a recommendation from parents. They see this as both an educational as well as health and safety project. It was mentioned that this would be a place that in cases where students had to go outside for "threats" they could still have bathroom facilities available, as well as possibly a place out of the cold. Additionally, they see it as a safety issue for students on the ball fields and guests having access to restrooms without having to go into the school, if it were even open/available. They mentioned that it would also serve as additional class space for the agriculture and health classes. They were/are excited about the expanding access to the internet and cited that as a definite need for their children as well as themselves. They appreciated the increase of instructional materials and want to reduce the amount they are requested to spend on the school supply lists. Want to see more afterschool programs.

C. School and district administrators including special education administrators

Description of consultation conducted: All LEA Directors for the following departments were consulted: Special Education, Federal Programs, Food Services, Finance, Human Resources, Technology, Homeless/Foster Care, Coordinator of Auxiliary Services and Coordinator of Transportation.

Uses consulted on: Remediation/recovery of lost learning/LEA parent resource center, technology needs for parents & classroom instruction, and students, sanitation and transportation needs.

Feedback received: All of the admins listed, contributed to the ESSER III spending plan. Each director contributed to their designated department needs/responsibilities/ensurances to make the expenditure of the funds meaningful, powerful and the best expenditure of funds to meet the physical, health, nutritional, academic, emotional and remedial needs for ALL of our children.

D. Teachers, principals, school leaders, other educators, school staff, and their unions

Description of consultation conducted: The instructional team, including the Federal Programs/Community Liaison hold meetings with the teachers, principals, school leaders, Reading Specialist; as well as consult with them individually.

Uses consulted on: Safely sustaining in-person instruction, maximizing in-person instructional time for all students, and providing opportunities to address the impacts of lost instructional time resulting from the COVID-19 pandemic, how the funds can be used to address inequities, including focusing supports and services on students from low- income families, students of color, students with disabilities, English learners, students experiencing homelessness, children and youth in foster care, and other underserved students who have been disproportionately impacted by the pandemic.

Feedback received: One of the biggest concerns for sustaining in-person instruction was to continue replacing all of the worn-out/nasty carpets in all of the areas of the schools. According to a report on air quality in one of the schools, the carpet had to go. One principal wants worn-out desks replaced and additional desks for expanded learning areas for more small group instruction/RLL. They wanted more materials for instruction, especially manipulative/active engagement. The high school reports the need for the planned athletic building/field house/bathrooms between athletic fields to free up more instructional space in the school for additional classes, for health & safety, and for students moral.

E. Tribes, if applicable

Description of consultation conducted: The Community Liaison consults frequently with the Chief of the CheroenhakaTribe (He's also a parent).

Uses consulted on: Facilities, safety and needs for learning recovery as well as general input on the ESSER Plan.

Feedback received: Supports the new athletic building and Community Resource Center

F. Civil rights organizations, including disability rights organizations (not able to get in touch with yet, however will continue to pursue lead and consider input)

Description of consultation conducted

Uses consulted on

Feedback received

- G. Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved services

Description of consultation conducted: The Community Liaison is on the Board for The Children's Center/Head Start, The Western Tidewater Early Childhood Collaboration and is the VPI/Pre-K Specialists. She meets regularly with the Pre-K teachers and interviews all of the parents during the screening process. She consults regularly with the Department of Social Services (Foster Care and under-resourced children) and the Homeless Liaison to discover the needs of our students as well as services available to them in the community. She works closely with the ELL teacher to find out the needs of the migratory students. She is also on the Special Education Advisory Board, The Food Bank and the Western Tidewater Family Council.

Uses consulted on: Recovery of lost learning/academic needs/resources, health needs, resources available in the community for family stability, ways the LEA could help them to assist their children at home with homework or materials for enrichment and generally solicited their input/recommendations for the ESSER Plan.

Feedback received: Parents, in all conversations support the Parent/Community Resource Center/Building Project. They also supported the Field House/Athletic Building and bathrooms at the high school. Many of them have or have had children who participate/d in sports at the high or middle school and said that it is long overdue...that it is besides being a necessity for using the bathroom, it is a safety issue for students/families not to have to re-enter the building alone to go to the restrooms. They also see it as a facility that would increase social-emotional health as it would provide additional space for exercise and classes dealing with health and well-being. They also mentioned the need for after-school programs (not necessarily tutoring but do want help with homework) and are eager to have a place to get help for their children; both academically and well as with basic needs (Maslow's Hierarchy).

H. Community based organizations, including partnerships to promote access to before and after-school programming

Description of consultation conducted: The Community Liaison is on the Franklin/Southampton Wellness Coalition (DSS, Dept./Health, Sheriff's/Police Dept., Churches, Health & Wellness centers, The Food Bank, The Clothes Closet, STOP, Bon Secours/Southampton Hospital, Probation and Parole, Behavioral Health Group/Recovery, etc.) and the Franklin/Southampton Rotary. She reviews the opportunities/available funding and current plans to the groups and solicits their input.

Uses consulted on: Keeping in mind the social/emotional, physical, community, family stability/stress reduction and general needs of families/students that they encounter in their fields.

Feedback received: Supported the Community Resource Center, the restrooms and additional instructional space for athletics, and resources in the classrooms for teachers and students that would contribute to student mastery and/or remediation of lost learning.

I. Early childhood education providers and families, including partnerships to ensure access to and continuity of care for families with children of different ages, particularly as they transition to school

- **Description of consultation conducted:** The Community Liaison/Federal Programs Specialist is on the board for the Head Start Programs in Western Tidewater, The Western Tidewater Early Childhood Collaboration, The Food Bank, Ready Regions, VECF, the Pre-K Specialists, and

also the Executive Director for Smart Beginnings Western Tidewater, Ready Regions (Region 5) Southeastern. She continuously meets with all of these organizations to build systems that will:

- **Build relationships** through collaborative public and private partnerships to ensure systems and structures that are reflective of and support diversity in needs, assets, and perspectives
- **Strengthen quality** to ensure high-impact learning experiences and outcomes for children
- **Increase access** by championing equitable early childhood opportunities through exploration and implementation of coordinated enrollment strategies
- **Engage families** in informing the design of early childhood systems, policies, and services

Uses consulted on: Materials and supplies, technology/equipment, and parent resources/parent center, solicited general input for area needs of families and ways to connect/systems build the resources for access/use by our families/children.

Feedback received: In favor of well supplied parent resource center at the SBO (also used as facility to screen 4 year olds and interview parents for Pre-K programs/coordinated enrollment) with continuation of Community Liaison that assist them with training, connections to resources and access to quality early childcare. Concern for lack of transportation for the Head Start Centers.

Section 5: Addressing Learning Loss (recommended to be 100% of an LEA's remaining allocation and must be at least 20% of an LEA's allocation per federal statute)

Section 2001(e)(1) of the ARP Act requires each LEA to use *at least* twenty percent of its formula funds to address the academic impact of lost instructional time (learning loss) through the implementation of evidence-based interventions. **Governor's Challenge:** in Action Seven of [Our Commitment to Virginia's Children](#), Governor Youngkin challenges LEAs to spend all of their remaining Elementary and Secondary School Emergency Relief (ESSER) funds on proven efforts to recover learning, such as: supplementing learning through instruction before school, after school, on weekends, and in the summer; providing direct support to families to access tutoring; extending the school year; and rewarding those teachers and schools that make the greatest impact on student learning with performance bonuses.

- A. **Describe how the LEA identified learning loss, including among student groups most likely to have experienced the impact of lost instructional time such as students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students:** We use the following assessments to measure and monitor students skills levels and achievement: PALS, MAP (Measures of Academic Progress K-8 reading and math), STAR (standardized testing and reporting), VKRP, Developmental Spelling Assessment, IPI (Informal Phonics Inventory), Student Growth Assessment/VDOE & Local, BAP, & SOLS as well as formative assessments. The Director of Curriculum, Curriculum Specialist and STEM Specialist, as well as each building principal, collect and disaggregate data for each student/identifying those in the above mentioned categories...and noting those that are identified in multiple subgroups.
- B. **Provide a detailed description of how the LEA used or will use the funds it reserves to implement evidence-based interventions to address learning loss:** All four of the elementary

schools have Reading Specialists that assist with data collection/disaggregation, and provide explicit and systematic reading instruction to all students that fall below the expected benchmark for reading. For students in subgroups, they help develop instructional plans for those that are/have experienced significant learning loss. In addition, they function as Reading Coaches for classroom reading teachers. ESSER III funds will be used to provide research/evidence based materials and resources that will support affective instruction/impact the social, emotional, mental health, and academic needs of students as well as support staff development/training for effective instruction that addresses the needs of the most vulnerable students/from the most underresourced/underserved communities. However, the data and remediation services are not limited to reading/language arts instruction, but all of the content areas as well, especially math.

ESSER III Summer School & ESSER III Before and After School along with VDOE Funds will more than cover funding for our beyond school hours remediation programs. Data will be used to identify students in need of these remediation programs as well as exactly which skills/objectives need to be addressed and to measure instructional/program affectiveness/areas of teacher instruction that needs remediation.

- C. The listed personnel provide instructional support to assure that each student is provided with data-driven instruction and timely remediation for recovery of lost leaning.

After-school tutoring will begin in January at each of the six schools and run through May. Students identified in need of remediation/tutoring will take a pre-test to determine exactly what objectives/skills need to be addressed for each student. Summer school (K-12) will be extended beyond the traditional time frame and length, adding an additional week.

Instruction/remediation is individual, specific and skills based. Lessons will engaging (physically, cognitively and emotionally)...but the most important factor will be the trusting relationship between the teacher and the students...research has determined that the most important factor for school success...life success...is to feel loved and wanted. We strive to assure that the climate in our classrooms is one inclusiveness, equity, and trust.

Professional development is provided for teachers on the following topics: The Power of Positivity, Literacy Retreat, Room Transformations (climate), Building Relationships with Middle Students, Cultural Competency, Understanding and incorporating 21st Century Skills, Quick and Easy Formative Assessments to Assess Learning, Mental Health Tips, Waterford, STAR Reading and Math, Upper Elementary Reading Strategies, Inclusion Practices, Fact-Fluency Strategies, Virginia Wizzard, Integrating Technology in the Classroom, IXL, MathSeeds, Walk-Abouts, See-Saw, Schoology, Planbook and PowerTeacher (helps instructional team monitor plans), Classroom Management, Performance Matters, MAP/Data Dive (elementary & middle school principals, Differentiation, SPED 101, Parent Communication Tips, Increasing Student Engagement, Resources for Staff and Students, Math Engagement, Social Emotional Learning, Creating SMART Goals, Strategies for Working with Students SLD, Code to the Teacher with ongoing staff development as data reveals need.

Devices are provided for each student and we assist with students connection to internet access in where needed.

Instructional resources/materials/devices are provided for classroom teachers and students to assist with skills development, enrichment, and mastering state standards, with special consideration for multiple learning modalities: project based learning, materials to foster concept development/physical engagement and active learning.

Parents & Families are an integral part of our recovery of lost learning. The Community Liaison works with community partners to help meet the needs of families: physical (food, clothing, medical) and emotional. Research has proven that the less stress in a family environment (especially for families living in under resourced neighborhoods or in “survival mode”, the greater chance for student success. She works with The Food Bank, The Franklin Southampton Wellness Coalition, Smart Beginnings Western Tidewater (soon to change the name/in Ready Regions #5), Southampton County Department of Social Services & Health, Head Start, The STOP Organization, local foundations and private businesses and many more to discover, inform and provide families/children with resources available to assist in meeting their needs and to provide every opportunity to them that is available. “What we do today, determines their tomorrows”.

D. Describe how the LEA produces evidence of the effectiveness of evidence-based learning loss interventions employed: Southampton Department of Curriculum and Instruction uses all of the aforementioned assessments to determine student needs and regularly monitors student progress in several online assessment data bases as well as each principal maintains a Data Notebook that tracks student progress as well as subgroup identification. Principals with Reading Specialists closely monitor students that are falling below expected benchmarks and while working with ALL students closely monitor students that are in the subgroups mentioned above. As family stability and parent/community involvement have been identified by evidence based research/brain-based learning, as paramount in student success, ESSER funding will be used to refurbish a building on the LEA property (that is currently not usable) for a Parent/Community Resource Center and Training Area to provide materials/resources and training for parents and community partners to work with our children on skills/strategies and materials to recover lost learning.

E. Amount of ARP ESSER funds to address learning loss: \$3,684,480

Section 6: Other Uses of Funds

Section 2001(e)(2) of the ARP Act permits LEAs to use the ARP ESSER III funds not reserved to address learning loss to address needs arising from or exacerbated by the COVID-19 pandemic. Generally, allowable ESSER activities must meet the guidelines below.

- The use of funds must be intended to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students;
- The use of funds must fall under one of the authorized uses of ESSER funds; and
- The use of funds must be permissible under the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance, 2 CFR Part 200). In

particular, the use of funds must be deemed necessary and reasonable for the performance of the ESSER award.

A. **Describe how the LEA used or will use funds to support teacher and staff retention and recruitment strategies:** We budgeted for retention/recruitment stipends, sign on stipends for critical shortage teachers and reimbursement for employee’s classes, books and assessment for licensure/certification (and fringes). We also included funding for staff development/new teacher support and performed ongoing needs assessments to provide resources and materials to support teachers for classroom instruction. We will use some funds for recruitment/advertising of hard to fill or vacant positions.

a. **Total number of new staff hired with ARP ESSER funds:** 0

b. **Plan to retain staff hired with ARP ESSER funds after September 30, 2024:** We had enough local, state and Title I/Federal funds to avoid hiring anyone with ESSER funds; as we were concerned about sustainability. Our focus with personnel funds is/was/will be stipends for retention/recruitment as these do not require sustainability.

B. **Describe the extent to which the LEA used or will use ARP ESSER funds to implement prevention and mitigation strategies in order to continuously and safely operate schools for in-person learning:** ESSER funds were/will be used to replace carpeting with laminate flooring that, according to our air quality inspectors is contributing to poor air quality in classrooms and other commons areas of the schools. We have invested in sanitation equipment/chemicals and air purifiers, replaced/replacing hazardous furniture and increased furniture for social distancing and small group/individualized instructional spaces/room dividers, etc. We purchased a classroom mobile unit to increase social distancing/smaller number of students per classroom/increase instructional space, we assured/assure that each student has their own technology device/device repair, instructional technology (ie.SMARTBoards) and access to the internet, purchased technology for assessing and monitoring student achievement/progress on skills and objectives & online apps that make lessons engaging and interactive for small groups, provided a wide range of staff training on research-based instructional strategies (and materials), equity/diversity/inclusion, emotional intelligence, self-regulation/emotional/mental health, and data based instruction. A large amount of the funding was/is/will be used for instructional materials that will contribute to active engagement, concept development and deeper learning (I guess this would actually be part of “Recovery of Lost Learning”). We have budgeted for a field house/athletic building that will include restrooms and classroom space to increase available room for classes, contribute to students/families social, emotional, mental health, and academic needs of students. Families and high school have requested this as there are no facilities near the athletic fields. We have also included requir3ed staff development session on

C. If the LEA used or will use ARP ESSER funds for HVAC, renovation, or other capital projects, describe each project, including whether the LEAs has requested and received [approval](#) for the project:

a. **Community/Family Resouce and Educational Center:** this project will renovate a building that is currently unusable at the Southampton County Schools School Board

Office Complex. The building will be used a resource and educational center for parents and community partners that are assisting our children in the community for recovery of lost learning. This will expand our systems building abilities with community partners that provide resources for our families that impact our students' social, emotional, mental health, and academic needs. For parents, this building will house materials to help the parents work with their children at home on mastering state standards as well as a place that they can come for workshops (or individually) on ways to incorporate activities into their daily routines that will help increase their child's cognitive abilities. In addition, teachers and school administrators will also utilize the building for trainings on topics such as inclusiveness and ways to positively impact their students (and teachers/paras) social, emotional, mental health, and academic needs of students.

- b. **Field House/Health Classrooms/Bathrooms on grounds in athletic fields areas:** This facility will provide additional classroom space and an area where students and staff can practice activities that impact the social, emotional, mental health, health and academic needs of students. Parents particularly requested this facility to have restrooms that are on the athletic fields as they find it "not a good idea" to have to go the long distance into the main building, where it is unsupervised, to go to the restroom. Another parent suggested that it would be an excellent place for the students to go to when there was a "bomb threat" (or other instance that required evacuation of the school building) during the cold Winters instead of standing outside in the cold.
- c. A third Capital project is the construction of an **elevated building above the football/track stadium stands:** This building will monitor movement and/or clustering of students and/or the public in questionable areas of the athletic fields. There will be an employee in the building during events that historically have high attendance. This faculty member will have a hand-held radio that will communicate with the Sherriff's Department or one of our School Resource/Security Officers.
- d. **A mobile classroom unit** was placed at one of the smallest elementary schools to reduce class size which impacts learning for recovery of lost learning.

D. If the LEA used or will use ARP ESSER funds for uses other than those listed above, describe below: None, all are included in A, B, and/or C.

E. Amount of ARP ESSER funds for the uses above (A. through D.): \$4,327,551.78

Section 7: Budget

Category	Description	Learning Loss Y/N	Budget	Amount Obligated	Amount Spent	Amount Remaining
Other Recruitment/Retention	Stipends retention/recruitment (OC 1000)	YES	1,490,000		762,000	728,000
Other Recruitment/Retention	Fringes	YES	114,275		58,293	55,982
Other	Technology Equipment & Repair, Devices for each child & instructional devices/equipment	YES	350,000		5,958.63	344,041.37
Professional Development	Staff development funds for trainers on research based practices/materials & motivators	YES	15,625			15,625
Other Recruitment/Retention	Funds for reimbursement/classes, testing for licensure and/or needed certifications & Advertising for vacancies on a variety of media	YES	50,000			50,000
Other	Sanitization equipment, chemicals, filtration, and removal of carpets/replaced with laminate flooring/ safe return	NO	290,000	80,818	102,508.24	106,673.76
Other	Furniture for small group & individualized instruction, centers & parent resource center	YES	90,000	4,267	42,978.13	42,754.87
HVAC/Renovation/Capital Projects	Mobile Classroom/smaller class sizes/installation, plumbing, wiring	YES	125,000	14,000	52,212.04	58,787.96
HVAC/Renovation/Capital Projects	Elevated Building for Football Stadium to monitor safe movement/patron/safe return	NO	30,000			30,000
HVAC/Renovation/Capital Projects	Athletic building/classrooms/bathrooms for athletic fields/parent request/safe return/Instruc.	YES	535,000			535,000
HVAC/Renovation/Capital Projects	Community/Parent Resource&Training Center Assist Parents & Teachers for Recovery of LL	YES	914,580			914,580
Other	Instructional materials/resources/evidence based instruction/remediation	YES	323,071.78		6,316.13	316,755.65
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