

Middletown City Schools						Final 2021 08 16		
	\$2,993,619.79	\$394,459.09	\$151,466.16	\$11,739,134.58		\$26,185,281.17	TBD	\$42,278,689.15
Purpose	ESSER I FY21	CRF - Urban FY21	Brdbnd Conn. FY21	ESSER II FY22	ESSER II FY23	ESSER III FY22-24	Emer Conn Fnd	Pandemic Funds
Instr. Salaries	\$970,966.67	\$150,141.85		\$2,077,000.00	\$2,077,000.00	\$2,077,000.00		\$7,352,108.52
Instr. Benefits	\$510,673.70	\$12,355.46		\$627,478.00	\$627,478.00	\$627,478.00		\$2,405,463.16
Instr. Purch. Serv.	\$281,184.00		\$128,860.00	\$300,000.00	\$300,000.00	\$300,000.00	\$125,000.00	\$1,435,044.00
Instr. Supplies	\$161,400.00	\$33,500.00		\$149,639.29	\$149,639.29	\$149,639.29		\$643,817.87
Instr. Capital	\$645,000.00		\$22,606.16			\$1,125,000.00		\$1,792,606.16
Support Serv. Salaries				\$709,000.00	\$709,000.00	\$822,750.00		\$2,240,750.00
Support Serv. Benefits				\$213,000.00	\$213,000.00	\$274,250.00		\$700,250.00
Support Serv. Purch. Serv.				\$847,450.00	\$847,450.00	\$1,778,902.00		\$3,473,802.00
Support Serv. Supplies						\$3,940,893.57		\$3,940,893.57
Support Serv. Capital				\$16,000.00 [1]	\$16,000.00 [2]	\$16,000.00		\$48,000.00
Gov/Adm. Salaries		\$33,758.41						\$33,758.41
Gov/Adm. Benefits		\$7,948.48						\$7,948.48
Gov/Adm. Purch. Serv.	\$3,000.00	\$98,364.49						\$101,364.49
Gov/Adm. Supplies		\$57,818.14						\$57,818.14
Gov/Adm. Capital	\$85,000.00			[3]	[4]			\$85,000.00
Gov/Adm. Other	\$130,000.00							\$130,000.00
Prof. Dev. Salaries		\$495.69				\$265,600.00		\$266,095.69
Prof. Dev. Benefits		\$76.57				\$54,400.00		\$54,476.57
Prof. Dev. Purch. Serv.	\$4,000.00			\$20,000.00	\$20,000.00	\$20,000.00		\$64,000.00
Prof. Dev. Supplies	\$4,000.00							\$4,000.00
Fam/Comm. Supplies	\$10,000.00							\$10,000.00
Safety Supplies	\$125,000.00							\$125,000.00
Facilities Purch. Serv.						\$5,000,000.00		\$5,000,000.00
Facilities Capital						\$8,867,390.05		\$8,867,390.05
Trans. Purch. Serv.				\$865,978.26 [5]	\$865,978.26 [6]	\$865,978.26		\$2,597,934.78
	\$2,930,224.37	\$394,459.09	\$151,466.16	\$5,825,545.55	\$5,825,545.55	\$26,185,281.17	\$125,000.00	\$41,437,521.89

Budget

Middletown City (044404) - Butler County - 2022 - ARP ESSER - Rev 0 - ARP ESSER

U.S.A.S. Fund #: 507

Plus/Minus Sheet (opens new window)

Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total	
<b>Instruction</b>	2,077,000.00	627,478.00	300,000.00	149,639.29	1,125,000.00	0.00	4,279,117.29	
<b>Support Services</b>	822,750.00	274,250.00	1,778,902.00	3,940,893.57	16,000.00	0.00	6,832,795.57	
<b>Governance/Admin</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<b>Prof Development</b>	265,600.00	54,400.00	20,000.00	0.00	0.00	0.00	340,000.00	
<b>Family/Community</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<b>Safety</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<b>Facilities</b>	0.00	0.00	5,000,000.00	0.00	8,867,390.05	0.00	13,867,390.05	
<b>Transportation</b>	0.00	0.00	865,978.26	0.00	0.00	0.00	865,978.26	
<b>Indirect Cost</b>						0.00	0.00	
<b>Total</b>	3,165,350.00	956,128.00	7,964,880.26	4,090,532.86	10,008,390.05	0.00	26,185,281.17	
							<b>Adjusted Allocation</b>	26,185,281.17
							<b>Remaining</b>	0.00

## Budget Details

Middletown City (044404) - Butler County - 2022 - ARP ESSER - Rev 0 - ARP ESSER

### 1. ARP ESSER Assurances

**The American Recovery Plan - Elementary and Secondary School Emergency Relief Fund(ARP ESSER) is intended to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools. ARP ESSER funds are used to prevent, prepare for, and respond to COVID-19.**

LEA shall, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19, based on the unique financial circumstances of the entity.

LEA will ensure that every recipient and sub recipient of ESSER funds 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

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)

LEA will ensure that it will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The LEA commits to maintaining and will produce upon request by the (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, a description of how the LEA complied with this requirement including putting in place 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 might impede equal access to, or participation in, the program.

Records pertaining to the ARP ESSER award under 2 C.F.R. Â§ 200.334 and 34 C.F.R. Â§ 76.730, including financial records related to use of grant funds, will be retained separately from an LEA's ESSER funds. 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.

### 2. ARP ESSER Requirements

The LEA acknowledges and agrees to the following additional requirements of ARP ESSER:

The LEA will comply with the maintenance of equity provision in section 2004(c) of the ARP.

Not less than 20 percent of the LEA's total ARP ESSER allocation will be used to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, extended school year programs, or other evidence-based interventions, and ensure that such interventions respond to students'™ academic, social, and emotional needs and address the disproportionate impact of COVID-19 on student subgroups (each major racial and ethnic group, children from low-income families,

children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).

An LEA that receives ARP ESSER funds will either: (a) within 30 days of receipt of the funds, will develop, seek public comment and make publicly available on the LEA's website a plan for the safe return of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP, or (b) developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP. The LEA shall review its plan at least every six months (taking into consideration the timing of significant changes to CDC Guidance on reopening schools).

The LEA will complete any reporting requested by the SEA to comply with all ARP ESSER reporting requirements, including:

- policies and plans in line with the CDC guidance related to addressing COVID-19 in schools;
- plans and policies related to State 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 school's mode of instruction (remote, hybrid, in-person) 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 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.

### 3. ARP ESSER Plan

The LEA certifies that it has engaged in meaningful consultation with stakeholders and give the public an opportunity to provide input in the development of its plan. Specifically, an LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions. Additionally, the LEA has engaged in meaningful consultation with each of the following, to the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and 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 students.

The LEA certifies that the ARP ESSER plan is provided in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

1. How will ARP ESSER funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning?

MCS D will continue to follow the practices and protocols issued by the CDC to provide a safe and healthy environment for students, staff, and families. Adjustments will be made as needed.

2. 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?

MCS D will address the academic impact of lost instructional time through a focus on summer learning or enrichment to be offered through a collaboration with the community expansion project. Both intervention and enrichment activities will be provided by trained staff and available to students K-12. These activities/sessions, delivered by Middletown City Schools staff, CBI community staff, and community volunteers. An outside

coordinator will be used to run all aspects of the intervention and enrichment activities (coordinate transportation needs, staff schedules, communicate with caregivers/parents, secure outside speakers and student experiences, as well as secure resources). The academic intervention focus will be delivered based up end of year MAP assessment and district based benchmark data so that individual student needs are met. Enrichment activities will be delivered based up student interest and alignment to the goals of the districti strategic vision. Impact and effectiveness will be measured through MAP data and district based benchmark data, follow up surveys may also be utilized for student and caregiver/parent feedback.

3. How will the LEA spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act?

MCSD will spend its remaining funds creating professional pathways for future graduates, upgrading and maintaining its HVAC and air filtration systems, and adding ionization systems in the school buildings per section 2001(e)(2) of the ARP Act. The Passport to Tomorrow work will begin in FY22. Teams will develop a career pathway curriculum, K-12. This curriculum will be used with students beginning in the FY 23 school year, and extend throughout the strategic vision timeline (2021-2027). A team will identify student attribute and quality benchmarks for grade bands K-2, 3-5 6-8, and 9-12. Student acquisition of benchmarks will be tracked through Abre. This system will also house their portfolios, which will contain artifacts of their career explorations, applications, and finally their area of specialization resulting in a Ready Now Certificate. These pathways will allow students to close their learning gaps at a quicker rate, as it is hands on application of academic knowledge. The upgrading and maintenance of HVAC, air filtration systems and ionization systems will be address continued need for student and staff safety as it relates to COVID and the emerging variants.

4. How will the LEA ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

MCSD will collect data to determine the effectiveness of the interventions implemented for all students. Acadmeic impact will be measured through building, district benchmark data, and state data, Social Emotional and mental health data will be measued through number of contacts and survey data. MAP data will be analyzed three times per year, as will district benchmark data. Formative assessment data will be analyzed through weekly teacher TBTs. This data review will allow Middletown to drill down to specific populations and their learning progression. Social Emotional and mental health data will also be disaggregated by special populations to determine if interventions in place are effective. The Rtl process is currently being updated as well. Additional LLI, EL Reading, and Math Tutors, Kindergarten Instructional Aides, EL pyschologists, counselors, liaisons, and bilingual specialists will work specifically with students that are identified as needing additional supports. All special populations will be eligible to have these services, based upon need. These staff will help to address the learning loss experienced by our students, the emotional effects that the pandemic have had on both financial and emotional well being of our families and students.

5. Briefly describe how the LEA determined its most important educational needs as a result of COVID-19.

MCSD's Administrative Team collabortated to identify the educational needs of its students by department, grade level, and special needs. Collaboration with these teams reviewed district benchmark data, attendance, truancy, discipline, and homeless data When available, data was utilized to determine priority needs. This occured at both DLT meetings and committee meetings. Middletown also collaborated with employees and community stakeholders. This occured through surveys and public feedback sessions. Both data and feedback were then used to prioritize and develop a plan for expending funds.

98.5 5.a.) Estimated number of jobs created or retained as a result of this funding.

6. Briefly describe the LEA's proposed timeline for providing services and assistance to students and staff with these funds.

Implementation will begin with school year FY22 through FY24 school year.

7. Briefly describe the extent to which the LEA intends to use ARP ESSER funds to promote remote learning.

Funds to promote remote learning support our 6-12 MVP Virtual Academy. 390 seats have been made available to serve the students who wish to remain in a virtual educational setting. Transportation is available to get students to various campuses throughout the day, when needed.

8. Describe the LEA's plan for addressing learning loss by: administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction; implementing evidence-based activities to meet the comprehensive needs of students; providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and/or tracking student attendance and improving student engagement in distance education.

Interventions that focus on the academic needs of our students who have been impacted by lost instructional time will occur in small group and one on one settings. This instruction will be delivered by LLI and ESL tutors, classroom and instructional assistants. Bilingual Specialists, interpreters and a Bilingual Psychologist will also provide any additional support needed for our EL students and families. Counselors and Success Liaisons will provide social emotional supports of students and families impacted by COVID-19, as well as collaborate with mental health providers as needed. A Truancy Officer will work to ensure students attend school as well as work to re-enroll students that did not attend last school year.

#### 4. ARP ESSER Activities

Select activities that the LEA will implement with the ARP ESSER Fund and provide an estimated amount for that activity (check one or more). The total in the Amount boxes must add up to the allocation.

P = Public

2,745,000.00 AMOUNT	<input checked="" type="checkbox"/> P	a. Activities authorized under ESEA, IDEA, Perkins, McKinney-Vento subtitle B, Adult Education and Family Literacy Acts. Please elaborate below.
AMOUNT	<input type="checkbox"/> P	b. Coordinate preparedness and response efforts of LEA with state, local, Tribal, and territorial public health departments and other relevant agencies to prevent, prepare for, and respond to COVID-19.
7,000,000.00 AMOUNT	<input checked="" type="checkbox"/> P	c. Activities to address unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, foster youth.
556,452.00 AMOUNT	<input checked="" type="checkbox"/> P	d. Develop and implement procedures and systems to improve the preparedness and response efforts of LEA.
AMOUNT	<input type="checkbox"/> P	e. Training and PD for staff of LEA on sanitation and minimizing spread of infectious diseases.
AMOUNT	<input type="checkbox"/> P	f. Purchase supplies to clean and sanitize facilities of the LEA.
2,000,000.00 AMOUNT	<input checked="" type="checkbox"/> P	g. Planning for and coordinating during long-term closures (meals, technology, IDEA, and other educational services provided consistent with Federal, state, local requirements).
1,335,272.00 AMOUNT	<input checked="" type="checkbox"/> P	h. Purchase educational technology (including hardware, software, and connectivity) for students served by LEA, including low-income and IDEA.

730,000.00 AMOUNT	<input checked="" type="checkbox"/> P	i. Provide mental health services and supports.
4,375,000.00 AMOUNT	<input checked="" type="checkbox"/> P	j. 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, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
5,701,167.17 AMOUNT	<input checked="" type="checkbox"/> P	k. Addressing learning loss. Please elaborate below.
1,742,390.00 AMOUNT	<input checked="" type="checkbox"/> P	l. 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.
AMOUNT	<input type="checkbox"/> P	m. 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.
AMOUNT	<input type="checkbox"/> P	n. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. Please elaborate below.
AMOUNT	<input type="checkbox"/> P	o. Other activities necessary to maintain the operations and continuity of services in the LEA and continuing to employ existing staff of the LEA. Please elaborate below.

**Details of A from above: Select under which authorized program/s the district intends to utilize the funds. Select all that apply and provide an estimate of the amount budgeted for each.**

- 668,000.00 AMOUNT  P Activities authorized under Title I, Part A Improving Academic Achievement of the Disadvantaged
- AMOUNT  P Activities authorized under Title II, Part A Supporting Effective Instruction
- 485,000.00 AMOUNT  P Activities authorized under Title III Language Instruction for English Learners and Immigrant Students
- AMOUNT  P Activities authorized under Part A of Title IV-A Student Support and Academic Enrichment Grants
- AMOUNT  P Perkins Act
- AMOUNT  P McKinney Vento Subtitle B
- AMOUNT  P Adult Education
- AMOUNT  P Family Literacy Acts
- AMOUNT  P IDEA

**Details of K from above:**

Administering and using high-quality assessments to assess students' academic progress and meet students' academic needs, including through differentiating instruction;

Implementing evidence-based activities to meet the comprehensive needs of students;

Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment;

Tracking student attendance and improving student engagement in distance education.

#### **DETAILS of N-O from above:**

Describe the uses of funds for developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

Continued same procedures and protocols implemented and practiced through ESSER II funds while following CDC guidelines.

Describe how ARP ESSER Funds have been/will be used for other activities for maintaining the operations and continuity of services in the LEA and continuing to employ existing staff of the LEA.

District made 2,500,000 in financial reductions and ESSER funding has allowed us to suspend these reductions to continue the continuity of services.

#### **5. Budget Items**

##### **FTEs Paid with ARP ESSER Fund (direct and/or contract service)**

46 Instruction: Properly Licensed Teachers/Tutors

Describe FTE:  
LLI / EL Tutors, Classroom / Instruct Assistants

Governance/Administration

Describe FTE:

18 Support Services: Non-instructional

Describe FTE:  
Success Liaisons, Counselors

Professional Development Coach

Describe FTE:

Data/Technology Specialist

Describe FTE:

3 Other 1

Describe FTE:  
Bilingual Specialists and Interpreters

0.8 Other 2

Describe FTE:  
Truancy Officer



200 Other 3	Describe FTE: Professional Development (200 staff X 4 hours each)
Other 4	Describe FTE:

**Purchased Services -**

Amounts paid for supplemental services rendered by personnel who are not on the payroll of the school district, and other supplemental services which the school district may purchase.

**Instruction Purchased Services - Amounts paid for services rendered by personnel not on the payroll of the school district or other services purchased by the LEA**

Teachers/Tutors/Paraprofessionals	Remote Learning
Instructional Materials	Equipment/Hardware
300,000.00 Software/License	EL Teacher/Tutor/Paraprofessionals
Other Purchased Services 1	Other Purchased Services: Description 1
Other Purchased Services 2	Other Purchased Services: Description 2

**Support Services Purchased Services**

Coordinator of Support Services	Remote Learning
Counseling/Guidance	375,000.00 Instructional Support Services
Equipment/Hardware	325,000.00 Health Services
556,452.00 Software/License	Coach (Properly licensed in content area)
Alternative Education	Data Services
112,200.00 Prevention/Intervention Specialist	
363,750.00 Other Purchased Services 1	Other Purchased Services: Description 1 Success Liaisons
46,500.00 Other Purchased Services 2	Other Purchased Services: Description 2 Truancy Officers

**Governance Purchased Services**

Program Director	
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Other Purchased Services 1	Other Purchased Services: Description 1
Other Purchased Services 2	Other Purchased Services: Description 2

**Professional Development Purchased Services**

20,000.00 Coach (Properly licensed in content area)	Professional Development for Infectious Disease
Professional Development Consultant	Substitute Teachers
Training/Software/Licenses	Travel Mileage/Meeting Expense
Professional Development for Remote Learning	
Other Purchased Services 1	Other Purchased Services: Description 1
Other Purchased Services 2	Other Purchased Services: Description 2

**Family Community Purchased Services**

Parenting Skills Training	Family Literacy Training
Family Liaison	Parent Involvement Materials
Community-wide planning and organization	Remote Learning
Other Purchased Services 1	Other Purchased Services: Description 1
Other Purchased Services 2	Other Purchased Services: Description 2

**Safety Purchased Services**

Hiring/Mandatory Training of School Security Personnel/ Resource Officers	Nationwide background check of LEA employees
A School Safety Hotline	
Other Purchased Services 1	Other Purchased Services: Description 1
Other Purchased Services 2	Other Purchased Services: Description 2

**Transportation Purchased Services**

After School/Summer School Transportation	
865,978.26 Other Purchased Services 1	Other Purchased Services: Description 1 Transportation for MVP students

**Facilities**

Explain how funds budgeted on Facilities budget line are used.

Funds are budgeted to build a new pre-school building and renovate the city's community center expansion project for the school purpose of a preschool center, afterschool programing, tutoring and mentoring. \$5,000,000 Purchased services includes the following breakout distribution: \$4,000,000 to be used towards a lease to use a newly built \$12,100,000 Community Center to provide multiple classrooms for preschool, extensive afterschool programming for all students, culinary course work, and other educational opportunities for our students to help them from learning losses from the COVID-19 pandemic educational loss, outside of the school calendar and day. \$1,000,000 to be used to provide broadband and or wireless hotspots to our students in need of these services for at home learning opportunities with their district provided computer devices which will give these students additional time away from school to catch them up from any learning loss due to this pandemic. \$8,867,390.05 Capital Outlay breakout distribution includes: \$7,000,000 to build a new Preschool Center across town from the Community Center preschool unit to provide multiple locations for our parents with transportation issues. This center will provide enough space for up to 300 preschool students. Many of our pre-school age children have not been engaged in active childcare and preschool opportunities due to parents keeping them home out of pandemic fears, lost jobs and other family dynamics. This preschool, along with another of our preschool locations will provide every opportunity for the young kids to get caught up emotionally and academically within their age groups and peers. This will also provide parents easier access through shorter commutes to get their kids involved in preschool programming. \$1,867,390.05 to improve and or replace HVAC systems improving air quality throughout our school buildings. Also will be adding air purification/ionization systems within our school buildings.

**Supplies and Capital Outlay**

**Supplies - Select the items the district is planning on purchasing with the supply budget. If selecting "other" provide a description of the item/s.**

- Classroom Supply
- Office Supply
- Computer
- Health and Hygiene
- Software
- Other(Please describe)

**Capital Outlay - Select the items below the district is planning on purchasing with the capital budget. If selecting "other" provide a description of the items.**

- Vehicle or School Bus
- Equipment Technical
- Other(Please describe)
- Technical Infrastructure
- Other(Please describe)

facilities