

| Elementary and Secondary School Emergency Relief Fund Budget Narrative | | TOTAL |
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| PERSONNEL | | 490,000.00 |
| Office of Career and Technical Education | | |
| <p>Due to the COVID-19 pandemic, it may be necessary for the state operated area technology centers (ATC) to hire additional support staff or stipend current teachers to address additional needs. Many of the ATCs serve multiple districts. The pandemic has created an environment that may lead sending districts to create misaligned sending schedules leading to a need for additional work days for staff. Summer industry certification testing, and dual credit lab work may also lead to the need for additional funding. Currently ATC teachers work 190 days per year. Any days beyond 190 will be paid from this allotment of funds. Additional cleaning staff may also be needed to sanitize the program areas as students leave and arrive between classes.</p> | 420,000.00 | |
| Office of Finance & Operations | | |
| <p>Funds to temporarily absorb the legislators cut to KDE for Education State School Nurse Consultant and other positions that are supporting Covid-19 efforts.</p> | 70,000.00 | |
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| FRINGE BENEFITS | | 210,000.00 |
| Office of Career and Technical Education | 180,000.00 | |
| <p>Due to the COVID-19 pandemic, it may be necessary for the state operated area technology centers (ATC) to hire additional support staff or stipend current teachers to address additional needs. Many of the ATCs serve multiple districts. The pandemic has created an environment that may lead sending districts to create misaligned sending schedules leading to a need for additional work days for staff. Summer industry certification testing, and dual credit lab work may also lead to the need for additional funding. Currently ATC teachers work 190 days per year. Any days beyond 190 will be paid from this allotment of funds. Additional cleaning staff may also be needed to sanitize the program areas as students leave and arrive between classes. (Calculated at 30%)</p> | | |
| Office of Finance & Operations | | |
| <p>Funds to temporarily absorb the legislators cut to KDE for Education State School Nurse Consultant and other positions that are supporting Covid-19 efforts. (Calculated at 30%)</p> | 30,000.00 | |
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| TRAVEL | | 195,000.00 |
| Office of Education Technology | | |
| Program Manager travel to incentivized establishment of a regional network design, with additional district funding needed to establish the regional Online and Virtual Schools in the network. The newly established virtual schools network will focus on quality assurance, teacher professional learning and the development of a network approach to increasing the opportunity and access to full-time enrolled and part-time enrolled virtual K-12 courses. | 30,000.00 | |
| Office of Finance & Operations | | |
| Funds for travel to professional development opportunities for Education State Nurse Consultant and other OFO staff supporting these efforts. This information will be used to develop training and guidance materials for district school health programs across the state. | 25,000.00 | |
| Funds to travel to school districts for training and consultation by the Education State Nurse Consultant and other OFO staff supporting these efforts. | 10,000.00 | |
| Office of Special Education and Early Learning | | |
| Increased staff travel to supply guidance and technical assistance related to compensatory education needs. Under IDEA, compensatory education services are necessary whenever a LEA is unable to provide a free appropriate public education (FAPE) to a student with a disability as described in the IEP. Compensatory education services are those special education and related services to which the child is entitled under the FAPE provisions of the IDEA that the LEA failed to provide. The purpose of compensatory education is not to punish LEAs for denying the student FAPE, rather, the goal is to place the student in the position he or she would be in had the LEA provided the appropriate services as prescribed in the IEP. During extended periods of remote learning, a student with a disability may not be able to receive full implementation of the services specified in the IEP. ARCs must review the status of services on a case-by-case basis and make individualized determinations whether, and to what extent, compensatory education services are needed. The ARC should consider if the student received all IEP services during distance instruction through the COVID-19 pandemic, discuss whether a denial of a FAPE has occurred and whether compensatory education services are necessary. | 30,000.00 | |
| KY School for the Blind/KY School for the Deaf | | |
| Outreach support-travel: Provide travel costs of employees incurred when providing services for students with disabilities. | 100,000.00 | |
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| EQUIPMENT | | 3,678,000.00 |
| Office of Career and Technical Education | | |
| The funding in this category will be used to support students in remote learning. Most of the ATC staff do not have fulltime access to a laptop computer with the tools needed to provide remote learning. \$500,000 will be designated for staff computers within the 51 ATCs. This will allow teachers to provide remote learning as well as give administrative staff the tools needed to telecommute in the event in-person work is suspended. Many of the sending districts are considered one-to-one in terms of student computer access. This does not always equate to a mobile device that can be used for remote learning or one powerful enough for some program area needs. Even if the equipment is available, internet access may not be. \$1,800,000 will be designated to purchase student computers for those not provided by sending districts. It will also be used to purchase laptop computers for CAD, CAM, and engineering programs that will support their curriculum beyond what basic computers or Chrome books can. As ATCs begin to address the needs of their students, it will become apparent that new technologies may be needed. A portion of this allotment may be used to purchase cameras to stream lessons and demonstrations, WiFi hotspots for students without internet access as, virtual reality tech, and additional remote learning tools that fall within the technology category. | 2,300,000.00 | |
| Office of Education Technology | | |
| Computer, assistive/adaptive and Internet access at home of Kentucky School for the Deaf (KSD) and Kentucky School for the Blind (KSB) students that don't have and can't afford; PD for the teachers and the People Side of Edtech that is needed to adequately support the new computers/tech for the students, teachers and staff at KSD and KSB. KSB iPads (60 each) \$24,000 Laptops (60 each) \$90,000 Brailnotes (10 each) \$50,000 KSD Laptops (60 each) \$90,000 Chromebooks (60 each) \$24,000 | 278,000.00 | |

| KY School for the Blind/KY School for the Deaf | | |
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| <p>Computer, assistive/adaptive and Internet access at the home of KSD and KSB students that don't have and can't afford. PD for the teachers and the People Side of EdTech that is needed to adequately support the new computers/tech for the students, teachers and staff at KSD and KSB. Purchase educational technology (including hardware, software, and connectivity) for students who are served by the KY School for the Deaf and the KY School for the Blind that aids in regular and substantive educational interaction between students and their classroom instructors, which may include assistive technology or adaptive equipment. Provide principals and other school leaders with the resources necessary to address the needs of their individual schools, while planning for and coordinating during long-term closures, including how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.</p> | 550,000.00 | |
| <p>Individualized assistive technology needs-specialized devices (As described in individual student IEPs) - Provide students with disabilities one-to-one access to electronic devices such as laptops, iPads, tablets or other equipment and devices to enable these students to receive instruction through distance learning and virtual online options. Assistive technology can include both high-tech and low-tech tools. Some examples of assistive technology include, but are not limited, to:</p> <ul style="list-style-type: none"> *Computer software and hardware, such as voice recognition programs, screen readers and screen enlargement applications, that help people with mobility and sensory impairments use computers and mobile devices; *Adaptive switches and utensils that allow those with limited motor skills to eat, play games and accomplish other activities; *Tools such as automatic page turners, book holders and adapted pencil grips that help students with disabilities participate in educational activities; and *Communication devices and programs that help students with limited language skills communicate. | 550,000.00 | |
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| SUPPLIES | | 2,160,600.00 |
| Office of Career and Technical Education | | |
| With the need to complete COVID-19 health screenings as visitors, staff, and students enter the building, there is a need for no-touch thermometers for staff use. \$10,600 has been designated for this purpose. \$530,000 will be dispersed to ATCs based on the student population per ATC for cleaning supplies, hand sanitizer, and personal protective equipment. An \$8,000 minimum limit per school will be set. In order to continue instruction in the spirit of CTE, \$795,000 will be designated to create or purchase instructional kits that will be assigned to students. Each kit will have the tools and materials needed to facilitate multiple lessons spanning multiple standards. Many of the lessons can be delivered via project-based learning in a remote environment while still allowing students the creativity and hands-on learning that is expected from CTE. | 1,335,600.00 | |
| Office of Education Technology | | |
| Training Materials and supplies to incentivized establishment of a regional network design, with additional district funding needed to establish the regional Online and Virtual Schools in the network. The newly established virtual schools network will focus on quality assurance, teacher professional learning and the development of a network approach to increasing the opportunity and access to full-time enrolled and part-time enrolled virtual K-12 courses. | 20,000.00 | |
| Office of Finance & Operations | | |
| Additional PPE and janitorial services for Sower Bldg | 5,000.00 | |
| KY School for the Blind/KY School for the Deaf | | |
| Cleaning and sanitization for facilities: Purchase supplies to sanitize and clean the facilities of both the KY School for the Deaf and the KY School for the Blind, including all associated dorms and buildings. | 800,000.00 | |
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| CONTRACTUAL | | 6,343,693.00 |
| Subrecipient Monitoring. Administration funds will be used for subrecipient monitoring. KDE will contract with the Kentucky State Auditor's office for monitoring of ESSER use and implementation. | 96,593.00 | |
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| Office of Assessment and Accountability | | |
| Social Studies Field Test Administration: Due to the COVID-19 pandemic outbreak, districts and schools were not in session in Spring 2020 to administer the social studies field test for students in Grades 6, 9, and 12. New Kentucky Academic Standards for Social Studies were adopted by the Kentucky Board of Education (KBE) in 2019. Since then, new assessment items have been developed to align to the new standards and need to be field tested before being used in an operational assessment for accountability. OAA is continuing to work with its vendor, Pearson, Inc., on developing the field test for social studies and its upcoming administration. At this time, due to the Governor's recent recommendation of no in-person classes until September 28, 2020, the field test for social studies is postponed until further notice and may be administered as late as Spring 2021. | 380,000.00 | |

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| <p>ACT Spring 2020 Make-Up Testing (approximately 4500 students x \$35) moved to Fall 2020 due to juniors not being allowed to test during Spring 2020 administration. o In Spring 2020, approximately 4500 students throughout the state of Kentucky were unable to take the Spring administration of Kentucky’s college admissions assessment (The ACT) due to the pandemic or schools being dismissed for flu-related outbreaks. Kentucky is currently under contract with The ACT and pays \$35 per student. For those students who were out on the initial test date of March 10, 2020, the KDE would like to give those students an opportunity to test during make-up windows scheduled during Fall of 2020.</p> | 157,500.00 | |
| <p>Kentucky has provided Lexile and Quantile measures for individual students as part of the reporting for the state summative assessment. Spring 2020 testing was cancelled due to COVID. The Commonwealth is exploring supports available related to Lexile and Quantile measures to assist students and parents.</p> | 200,000.00 | |
| <p>Alternate Assessment current plan is for an operational field test in Spring 2021 since only 50% of items were developed In Spring 2020, a field test to test newly developed alternate assessment items was scheduled. Due to the pandemic, the field test was postponed. The intention was to have a full-scale operational assessment in place by Fall 2020. With the postponement of the Spring 2020 field test and the impact from the pandemic, the development of the remaining alternate assessment items also had to be delayed to Fall 2020. An operational field test is being scheduled for Spring 2021 and will include newly developed alternate assessment items from Spring and Fall 2020.</p> | 50,000.00 | |
| <p>Office of Continuous Improvement and Support</p> | | |
| <p>Funds will be used to fund 75 participants (including materials) in the National Institute for School Leadership (NISL), which KDE partners with to provide leadership training and professional development to school and district leaders. NISL is a thoroughly researched and fully tested program designed to assist schools and districts across the state with leadership development efforts and to support school turnaround efforts. The intent is to build leadership capacity through distributed leadership, increase recruitment and retention of effective leaders and improve student achievement. The twelve month NISL Executive Development for School Leadership curriculum focuses on training in standards-based instructional systems aligned by KDE and NISL staff, training in data analysis skills related to student achievement data, capacity to take learning theory into practice, by providing skills and knowledge to enable principals to be instructional leaders in literacy, math, and science in their own schools, and training principals in distributed leadership strategies that will assist in developing the professional capacity of school staff.</p> | 400,000.00 | |
| <p>Funds will be used to cover the registration costs, including cost of trainers and materials, for Jim Shipley Associates (JSA) Systems Training of participants from Kentucky’s Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) schools. This professional development opportunity specializes in site-based training workshops and personalized follow-up coaching to support implementation of a systems approach in the education setting. JSA has played and continues to play a pivotal role nationally in promoting the use of the Baldrige Criteria to assist educational organizations in achieving performance excellence in educational continuous improvement. The JSA consulting and training approach specifically incorporates a systems approach to continuous improvement utilizing the National Baldrige Education Criteria for Performance Excellence as the design criteria for all training, supporting training materials, and coaching support systems.</p> | 150,000.00 | |

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| <p>Funds will support professional learning expenditures and materials from Rutherford Learning Group (RLG) for participants from Kentucky's CSI and ATSI schools. RLG is a research and professional development consultancy focused on high performance teaching and effective leadership. RLG designs and delivers award winning training, media resources, institutes, and customized professional development services to education clients worldwide.</p> | <p>50,000.00</p> | |
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| <p>Office of Education Technology</p> | | |
| <p>Incentivized establishment of a regional network design, with additional district funding needed to establish the regional Online and Virtual Schools in the network. The newly established virtual schools network will focus on quality assurance, teacher professional learning and the development of a network approach to increasing the opportunity and access to full-time enrolled and part-time enrolled virtual K-12 courses. (Virtual Network Program Manager \$250,000/Quality Assurance Program Evaluation \$1,000,000).</p> | <p>1,250,000.00</p> | |
| <p>Districts are provided an opportunity to opt in to use Campus On-Line Learning to help create efficiencies in support of virtual and blended learning models. Districts may take different approaches to how they use Campus Learning and benefit from all or part of the functionality available. Campus Learning includes Learning Management Systems (LMS) functionality that includes teacher/student discussion boards, document sharing, curriculum, lesson planning and quick assessments. For those districts already using a separate LMS, the tool offers interoperability tools that can create efficiencies by connecting data between systems (i.e., rostering students, grades).</p> <p>Statewide Campus Learning Licenses \$1,224,862 Project Management \$3,600 Campus Learning Trainings \$171,538</p> | <p>1,400,000.00</p> | |
| <p>KDE partnered with Infinite Campus to offer an expedited 30-day approach to implement on-line registration for the 2020-2021 school year. OLR provided districts an option to enhance their existing registration by eliminating the need for parents and guardians to enter district and school facilities to initiate or complete the student enrollment process, allowing school/district staff to process student enrollments from home or wherever there is an internet connection, and eliminating the need for numerous paper forms to be passed between parents/guardians and school/district staff.</p> <p>Statewide Online Registration \$1,669,800 Project Management \$3,600 OLR Implementation Trainings \$84,600</p> | <p>1,758,000.00</p> | |
| <p>Computer, assistive/adaptive and Internet access at home of Kentucky School for the Deaf (KSD) and Kentucky School for the Blind (KSB) students that don't have and can't afford; PD for the teachers and the People Side of Edtech that is needed to adequately support the new computers/tech for the students, teachers and staff at KSD and KSB.</p> <p>KSD: 1 TRT/TIS (aka Digital Learning Coach) \$201,600</p> | <p>201,600.00</p> | |

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| Office of Educator Licensure and Effectiveness | | |
| The Kentucky Academy for Equity in Teaching (KAET) will utilize funds to support the recruitment of diverse teacher candidates through financial assistance at the collegiate level. Through the program, KAET participants receive financial support and complete an Education Professional Standards Board (EPSB)-approved teacher education program in conjunction with ongoing mentorship by experienced Kentucky educators. Contracts will be established between the KDE and participating post-secondary institutions. | 200,000.00 | |
| Office of Special Education and Early Learning | | |
| Support for the five Early Childhood Regional Training Centers The Regional Training Centers (RTCs) shall provide peer to peer training, consultation, technical assistance and materials to personnel for local school districts and other agencies operating preschool programs for students with disabilities based on KBE goals and KDE strategic priorities. All support and resources provided shall be research or evidence based and aligned to Kentucky's standards for early childhood, standards for professional learning and criteria for educator effectiveness. Funds have been set aside for the five Early Childhood Regional Training Centers across the state to better serve the needs of early childhood special education students struggling as a result of the COVID-19 pandemic. Some of these services could range from professional development for teachers to better serve students during NTI, lending libraries, mental health services and supports, summer learning, interpreting services, etc. Support for the five Early Childhood Regional Training Centers. | 50,000.00 | |
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| OTHER | | 180,109,581.00 |
| Local Education Agencies | 173,866,187.00 | |
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| Office of Career and Technical Education | | |
| During the initial stages of the pandemic, the ATCs donated most, if not all, of their personal protective equipment to local health care providers and the KY Department of Health. Some ATCs created face shields that were donated to local health care entities using 3D printers. \$54,000 will be designated to cover the reimbursement of funds used to restock these depleted supplies. Career and Technical Education (CTE) is such a hands-on learning environment. CTE teachers are accustomed to having access to the tools and equipment to facilitate learning. With the shift to remote learning, there is a need for our teachers to have access to high quality supplemental materials, systems, software and resources. \$170,000 will be designated to purchase software and online subscriptions to help replace the hands-on access that will be lacking in a virtual setting. Simulations software, learning platforms such as ToolingU and Todays Class will be utilized to cover class theory as well as demonstrations of lab work. | 224,000.00 | |

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| Office of Continuous Improvement and Support | | |
| <p>This funding does not include any administrative costs and, instead, addresses the gaps in teacher and administrator capacity to provide instruction during times of remote learning. The most effective way to provide high quality professional learning experiences for educators is a regional approach using the eight regional education cooperatives. The regional education cooperatives are independent education service providers located throughout the state of Kentucky. All local districts are members of one or more regional education cooperative. More specifically, \$120,000 will be used for subgrants allocated on an equal share basis to the eight cooperatives (i.e. \$15,000 each) for the creation of a Professional Learning Design Lab for Digital/Remote Learning. These subgrants will be used to create virtual learning opportunities for educators in each region. These professional learning opportunities will occur from August-December 2020. The remaining \$80,000 will be used for additional face to face professional learning opportunities to continue the learning opportunities occurring in fall 2020.</p> | 200,000.00 | |
| Office of Educator Licensure and Effectiveness | | |
| <p>The Kentucky New Teacher Support program will utilize the funds to support new teachers across the Commonwealth. High-quality induction programs can accelerate new teachers' professional growth, making them more effective faster. Research demonstrates that comprehensive, multi-year induction programs accelerate the professional growth of new teachers, reduce the rate of new teacher attrition, provide a stronger return on states' and school districts' investment, and improve student learning. Every public school district in Kentucky will be eligible to submit an application for funds to support new teacher induction. Funds may be utilized for expenses associated with facilitation of a new teacher academy, professional development, mentoring and/or peer observations.</p> | 1,000,000.00 | |
| <p>The Kentucky Academy for Equity in Teaching (KAET) will utilize funds to support the diversification of the educator workforce in Kentucky. A critical juncture for the recruitment of minority teacher candidates occurs prior to enrollment in an educator preparation program. Funds will be used to provide stipends for mentors to provide guidance and support to potential pre-service educators from high school through early post-secondary.</p> | 50,000.00 | |
| Office of Education Technology | | |
| <p>Incentivized establishment of a regional network design, with additional district funding needed to establish the regional Online and Virtual Schools in the network. The newly established virtual schools network will focus on quality assurance, teacher professional learning and the development of a network approach to increasing the opportunity and access to full-time enrolled and part-time enrolled virtual K-12 courses. (Network Membership Development and Onboarding \$480,000/Stipends for Virtual Schools \$200,000)</p> | 680,000.00 | |
| <p>KDE expanded the K12 partnership with Lightspeed Systems to ensure that all students, teachers, and staff have safe and protected access to internet resources while at school or at home. The implementation of Lightspeed's Relay with Analytics product helps districts manage distance learning programs more efficiently, and also effectively meets both state and federal requirements as a technology protection measure.</p> <p>Web Filter Relay with Reporting \$1,987,497 Analytics \$987,497</p> | 2,974,994.00 | |

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| <p>Develop and launch a Digital Learning Coach (DLC) stipend match program. Districts will match (dollar for dollar or in kind with existing investment) to expand the DLC value and role for urgent needs of professional learning in this area. Getting more teachers and leaders up to speed to maximize the effective use of digital, distance, and remote learning. May include PD for high quality instruction, first year teachers, home hospital, social emotional support, digital 101, and pre-service teachers.</p> <p>Digital Learning Coach Stipend Match \$800,000</p> | 800,000.00 | |
| <p>Computer, assistive/adaptive and Internet access at home of Kentucky School for the Deaf (KSD) and Kentucky School for the Blind (KSB) students that don't have and can't afford; PD for the teachers and the People Side of Edtech that is needed to adequately support the new computers/tech for the students, teachers and staff at KSD and KSB.</p> <p>KSB 60 licenses for Zoom Text Software \$9,600 60 licenses for JAWS Software \$9,600 Canvas LMS Software (3 year license) \$5,000</p> <p>Wireless Internet for Poverty Students *for both schools \$46,200</p> | 70,400.00 | |
| Office of Finance & Operations | | |
| <p>Funds for membership to professional associations for Education State School Nurse Consultant to have access to latest health guidance and information to support this effort. This information will be shared with school districts across the state.</p> | 500.00 | |
| <p>Funds for printing and mailing of supplemental materials to districts</p> | 10,000.00 | |
| <p>Nursing publications and subscriptions</p> | 1,000.00 | |
| <p>Mobile phone and internet re-imburement for State Nurse Consultant and OFO support staff</p> | 2,500.00 | |

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| Office of Special Education and Early Learning | | |
| <p>Develop guidance documents</p> <p>The Office of Special Education and Early Learning in conjunction with the KY Department of Education has worked to develop the following guidance documents during this pandemic:</p> <ul style="list-style-type: none"> *Guiding Questions Document – this document provides information to LEAs related to special education, MOE, ESS, GT and Preschool for guiding questions to support districts to consider three different reopening scenarios (early, traditional or late). *COVID-19 Considerations for Reopening Schools: Exceptional Learners and Preschool-this guidance document was developed to support the “flagship” document and provide additional information for reopening schools specific to the needs of exceptional learners and preschool. *COVID-19 Considerations for Reopening Schools: Compensatory Education and Extended School Services-this is a guidance document around compensatory education and extended school services. *ESSER Fund Guidance-this document was developed for guidance for special education, ESS, GT and preschool. *GEER Fund Guidance- this document was developed for guidance for special education, ESS, GT and preschool. *Dispute Resolution Guidance- develop dispute resolution guidance for changes during the pandemic and full telework. *Frequently Asked Questions Document- OSEEL developed a FAQ document to address some of the most frequently asked questions in OSEEL. | <p>10,000.00</p> | |
| <p>Support for nine Special Education Coops for regional services. The nine Special Education Regional Cooperatives were established to provide support, technical assistance and coaching to local school districts as directed and approved by the Kentucky Department of Education’s Office of Special Education and Early Learning (OSEEL). Their purpose is to assist in improving educational results and outcomes for students with disabilities and to aid school districts with IDEA results and compliance under federal and state law, all under the direction and supervision of the Kentucky Department of Education. Funds have been set aside as necessary for the nine Special Education Cooperatives across the state to better serve the needs of special education students struggling as a result of the COVID-19 pandemic. These services could range from professional development for teachers to better serve students during NTI, lending libraries, mental health services and supports, summer learning, interpreting services, cleaning supplies for sanitation as well as PPE etc.</p> | <p>90,000.00</p> | |
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| KY School for the Blind/KY School for the Deaf | | |
| Compensatory education due to COVID 19 for specialized services such as Occupational Therapy, Physical Therapy, and Orientation and Mobility. 125,000 Under IDEA, compensatory education services are necessary whenever a LEA is unable to provide a free appropriate public education (FAPE) to a student with a disability as described in the IEP. Compensatory education services are those special education and related services to which the child is entitled under the FAPE provisions of the IDEA that the LEA failed to provide. The purpose of compensatory education is not to punish LEAs for denying the student FAPE, rather, the goal is to place the student in the position he or she would be in had the LEA provided the appropriate services as prescribed in the IEP. During extended periods of remote learning, a student with a disability may not be able to receive full implementation of the services specified in the IEP. ARCs must review the status of services on a case-by-case basis and make individualized determinations whether, and to what extent, compensatory education services are needed. The ARC should consider if the student received all IEP services during distance instruction through the COVID-19 pandemic, discuss whether a denial of a FAPE has occurred and whether compensatory education services are necessary. | 125,000.00 | |
| Personal Protective Equipment: Providing personal protective equipment to staff. Staff members need access to masks, thermometers, alcohol wipes, helmets, shoes, aprons, uniforms, disinfectant sprays, goggles cleaning supplies, gloves and other protective garments. | 5,000.00 | |
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| | 193,186,874.00 | 193,186,874.00 |