



PAVE ACADEMY CHARTER SCHOOL ARP ESSER PLAN

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ARP ESSER Plan Stakeholder Communication

To promote accountability, transparency, and the effective use of federal funds, PAVE Academy Charter School hosted a meeting at the school to outline its draft plan and solicited public input from all stakeholders. PAVE ensured to include stakeholders that included but were not limited to:

- Parents;
- Teachers;
- Students;
- Administrators;
- School Leaders;
- Paraprofessionals;
- Specialized Instructional Support Personnel;
- Other School Personnel;
- Community Partners;
- Organizations with Demonstrated Experience;
- Community-Based Organizations;
- Local Government Representatives;
- 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.

Stakeholders were asked to email info@paveschools.org to provide their thoughts on PAVE's application and/or programs related to the American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) fund if they could not attend a meeting on Wednesday, Aug 11, 2021, or if they preferred to submit their input via email. In addition, PAVE posted a "Request for Public Comment for ARP-ESSER Plan" on its website, noting that any stakeholders can submit questions or comments to email info@paveschools.org.

Process for Ongoing Engagement of Stakeholders

In conjunction with the regular review and revision of the school re-open plan, PAVE will facilitate multiple opportunities to receive input and public comment on its ARP ESSER plan. ARP ESSER Plan is a subset of PAVE's larger reopen and continuity of service plan.

1. PAVE will hold a family information session before the first day of school via Zoom where families will be informed of the PAVE's planned programs. After the session, families will

be asked for feedback regarding the plan Q&A period. The family information session will be held each summer 2021, 2022, and 2023.

2. PAVE will establish 2 formal Notice of Public Comment periods each School year. They will be as follows :
 - August 2021 (prior to the family information session) and February 2022
 - August 2022 and January - February 2023
 - August 2023
3. In advance of this period a request for input will be posted on PAVE's website with an email and phone number of where the public can submit their comment. The Notice of Public Comment will be posted on PAVE's website as well as emailed to families and external partners.
4. PAVE will hold a Continuity of Service and School Reopening consultation meeting where key community constituents will be invited to discuss both the ARP ESSER Plan and the Continuity of Service plan and provide input. A meeting was held August 2021 and subsequent meetings will be held August 2022 and August 2023.
5. PAVE's Family and Community Engagement Coordinator will confirm each trimester if the posted plans (Reopen plan and ARP ESSER plan) are valid or if it needs to be revised.
6. If any significant updates are made to the plans, families are notified via email, robocall and the revised plans are posted on the website.

URL for the website where the LEA ARP-ESSER Plan is publicly posted

PAVE's ARP-ESSER plan will be available on the "Organizational Information" page on PAVE's website (<https://paveschools.org/org-info/>) under the "Financial Documents" section. A PDF version of the plan will be available upon request via print, email, and/or text message.

Prevention and Mitigation Strategies - Health and Safety

Students benefit from in-person learning, and safely returning to in-person instruction in the fall 2021 is a priority. PAVE is committed to engaging students in rigorous, relevant work and experience. In order to do this, PAVE is implementing layered prevention strategies to provide a safe and supportive learning environment for students, educators and other staff. Included in PAVE's health and safety plan are the following:

1. **Promoting vaccinations:** PAVE believes that achieving high levels of COVID-19 vaccination among all eligible community members is critical to help the school safely resume operations. PAVE is promoting vaccination among teachers, staff, families, and eligible students by providing information about COVID-19

vaccination, encouraging vaccine confidence and establishing a paid time off policy for those getting the vaccine to make it as easy and convenient as possible. Community members that are unvaccinated will be required to submit a weekly COVID PCR test.

2. **Consistent and correct mask use:** Masks are required by everyone while on campus regardless of vaccination status. PAVE will require masks to be worn in all spaces, including outdoors, unless actively eating or drinking, or when having a designated mask break. When someone is eating or drinking or having a mask break, they will be asked to maintain distance from others when possible.
3. **Physical distancing:** Because PAVE is prioritizing in-person learning physical distancing will be maintained to the extent possible within the capacity constraints of the school building. PAVE's goal will be to maintain 3 feet of space or more between unvaccinated individuals when possible.
4. **Daily screening and staying home when sick:** PAVE has implemented a daily screening and questionnaire for all students, educators and staff. The screening includes a temperature check and questionnaire to identify anyone with or without symptoms who may be contagious. PAVE will maintain a quarantine protocol based on most recent guidance.
5. **Testing:** PAVE will require COVID testing for 10% of students (approximately 47 students) per week. PAVE will require unvaccinated educators and staff to submit a PCR COVID test at least once per week and will provide optional onsite testing for all employees.
6. **Ventilation: PAVE's building:** PAVE's facility employs the use of a Merv 14 Filtration System and the 4 HVAC units are currently set to take in and circulate increased outdoor air when possible.
7. **Hygiene, Cleaning & Disinfection:** PAVE is continuing its enhanced cleaning and hygiene procedures, including: PAVE will teach and reinforce hand washing and covering coughs and sneezes among children and staff; PAVE will provide additional informational training for staff and families to ensure that there is an awareness and understanding of signs and symptoms of COVID-19; PAVE will have adequate supplies to support healthy hygiene behaviors; staff members will be trained on proper personal cleaning procedures. PAVE will maintain its schedule of professional building cleanings throughout the year.
8. **Monitoring Community Transmission:** PAVE's staff will actively monitor community transmission and vaccine rates to inform operating decisions and health and safety protocols.
9. **Transportation:** PAVE will continue to provide school busing to and from school through the office of pupil transportation. Masks are required on buses and students only sit with people that they live with.

10. **Food Service:** PAVE will maximize physical distance where possible during meal times. PAVE will promote handwashing before, after and during meal times. Food will be pre-plated or packaged, students will go through the lunch line maintaining 3 foot distance while they pick up food. Students will not be seated less than 6 feet of anyone other than those in their homeroom.

PAVE Academy Charter School is not planning to use ESSER-ARP funds for the School facility, building preparedness, or to implement public health protocols. As evidenced above, PAVE's facility is sufficiently prepared to reopen and operate the while effectively maintaining the health and safety of students, educators and other staff per CDC guidance. Instead, PAVE is requesting ARP-ESSER funds to be used in support of strategies to address learning loss among students, purchase educational technology, and provide mental health services and supports to students.

Data that PAVE will use to identify student needs and monitor student progress as a result of planned interventions and supports.

In order to identify student needs and monitor student process, PAVE will use a robust system of data collection which includes a mixture of daily, weekly, monthly and other benchmark assessments. PAVE students will take the ELA & Math NWEA MAP assessment at least two times each year. This assessment enables teachers and leaders to have greater insight into what students are learning so they can better tailor instruction.

In addition, students will take a leveled reading assessment four times a year. Kindergarten and 1st graders will take the Fountas and Pinnell assessment and 2nd-8th graders will use Literably to assess reading progress over the course of the year. Given the frequency of this assessment, guided reading will be adapted to meet student's exact needs and propel them forward. PAVE teachers and leaders are also looking closely at unit tests to better identify mastery over a unit and working with the data to better accelerate learning. We will also be monitoring progress daily. Teachers and leaders will be analyzing daily assessments provided at the end of the lesson (also known as exit tickets) and adjusting instruction for the next day based on student needs. Looking at student work and analyzing the data (ie independent practice, quizzes and exams) on a daily, weekly and monthly basis will allow us to intervene early and often. It's critical that we understand exactly what our students need to provide them with the best instruction possible.

This data will be used to differentiate instruction on a daily basis and will also inform small group interventions for Math and ELA that is provided by our interventionists, literacy specialists and ENL coordinator that occur all throughout the day via pushing into the classroom or pull out. Literacy

specialists, interventionists and the ENL Coordinator are pushing into classrooms to support small group instruction during class time and are also pulling students out during the day to remediate the skills of those students who are significantly behind in reading and math to provide just in time remediation, which has been shown to be effective in supporting students who are performing below their peers. In addition, general education and special education teachers are using evidence based tools such as Envisions and MyOn to provide targeted and individualized instruction during class time and dedicated intervention blocks that are embedded into the schedule. The data collected will be used to identify groupings and monitor their progress every 4-6 weeks.

How PAVE will use the required reserve of 20% of funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions

PAVE's community of students have been disproportionately impacted by COVID-19. As such PAVE's ARP-ESSER plan is a holistic approach, aimed at implementing evidence based interventions across all K-8. In order to respond to students' social, emotional and academic needs PAVE has identified the uses of funds below to meet the 20% threshold.

PAVE has added two new Literacy Specialists positions that will be directly focused on accelerating reading. They will work with small groups and individual students who are two or more grade levels behind, to diagnose needs, address learning loss and propel students forward utilizing research based interventions. In all levels, they will be working on phonics, comprehension and fluency. They will also work with teachers on a recommended approach to support students within their classrooms.

The MS Dean of STEM will spend substantial time to directly support beyond science and math core subjects in order to support teachers to accelerate learning. This Dean will be responsible for coaching and developing science and math teachers including interventionists. They will focus their work on developing engaging flexible and differentiated lessons, looking at student work and incorporating data driven techniques into daily practice. They will use daily data to support small group or individual intervention, in addition to supporting whole class accelerated learning. The MS Dean of STEM will also be responsible for reviewing and looking at trends in data in order to conduct coaching meetings and professional development.

Additionally, PAVE will purchase and utilize two evidence based software programs. EnVisions Software and myOn Software. EnVision's K-4 curriculum works in tandem with its software Savvas

Realize (FY22, FY23, FY24) to provide a robust hybrid traditional and digital instructional experience. Realize offers interactive online versions of all traditional lessons and also provides real-time assessment scoring, data analysis and differentiation. Every daily lesson embeds differentiated work at a class level, a small group level and at an individual level.

After the daily lessons, students' Quick Check assessments are auto-graded by Realize or by hand if the teacher prefers. Realize then uses that data to suggest which form of differentiation students receive, whether it's enrichment, review for practice, or remediation for students who did not master that day's learning objective.

PAVE has also purchased myOn Software (FY22, FY23, FY24) for reading. myOn is a personalized, digital reading library where students have access to thousands of books and articles are suggested for students based on grade, interest and reading level. For example, as students complete books in myON, data about their reading practice is available both for personal tracking of reading habits as well as to families and educators to facilitate communication. Trends are displayed in reports that summarize aspects of reading practice such as proficiency, progress towards goals, and changes over time. myOn also includes multiple close reading tools and embedded supports in order to address learning loss. The program is highly engaging and promotes achievement.

enVision/Realize's instructional model is based on a research foundation and has proven efficacy shown by statistically significant advantages in independent, scientific research done with randomized controlled trials. The research results indicate that the longer students learned with enVision/Realize, the greater their gains in math concepts and problem solving especially for those students that were the furthest behind.

Independent studies have shown that enVisionMATH students in all subgroups significantly improved from pre- to post-testing at the end of year 1 (Spring 2008) and year 2 (Spring 2009) on all math measures. That is, in general, females and males, special education and non-special education students, 2nd-3rd and 4th -5th graders, minorities and non-minorities, students receiving free/reduced lunch and those not, and students of various math levels all showed significant learning gains.

Renaissance myOn is supported by evidence of effectiveness gathered through many types of rigorous studies, including those with quasi-experimental and correlational designs. The results of these studies showed that using myOn can lead to gains in time spent reading and number of words read and also reading ability for both on grade level and struggling readers.

These two programs will be transformative addressing expected unfinished learning needs.

How PAVE will spend its remaining ARP ESSER Funds

PAVE has identified the below uses for the remaining ARP ESSER fund in order to support mental health, address learning loss and ensure the continuity of smooth operations at PAVE.

PAVE has expanded the holistic approach to addressing deep student needs in response to COVID-19, by increasing the number of Social Workers on staff from 2 to 3. This team of 3 social workers will provide mental health services and support to PAVE students. We have increased our capacity in order to better address the social emotional health and wellbeing of all students.

We also have Associate Deans of Students roles who work directly with students and families to bridge academics and culture. As a response to student data, they support with proactive rituals including the culture calendar, designing morning meeting lessons and leading community meetings. They are available to support students who are at risk both proactively and reactively. ADOS's work with students in difficult moments and help to design interventions with teachers to allow students to work successfully in class.

To continue to address learning loss, designated time throughout the day has been established for differentiation. PAVE's MS STEM Dean, MS Humanities Dean, and ES Academic Deans will provide ongoing professional development to support teachers with the skills they need to maximize differentiation time. Teachers will work to understand the standards, anticipate misconceptions, monitor student work during class. They will also look at student work and exit tickets after class and make adjustments to instruction for the next day. For students who are already behind, maximizing intervention time will be critical to address learning loss. Teachers will create groupings, identify the appropriate support tools, resources and strategies to address specific gaps.

The Director of STEM oversees math and science curriculum and instruction for K-8. They focus deeply on enabling clear systems for teachers & leaders. In order to ensure that the math and science curriculum is flexible & easy to differentiate, they have shifted their role to ensure access for all students. This involves significant professional development for staff to understand the nuances and building blocks of these two subjects. PAVE recognizes the impact of many of our remote students not having adequate access to conceptual mathematics and science labs. The Director of STEM is focused on differentiating our core content to bridge specific content missed. They work diligently to support teachers and leaders in differentiating PAVE's math and science curriculum at a student level.

PAVE's interventions addressing the academic impact of lost instructional time for students disproportionately impacted by COVID-19

PAVE is located in Red Hook, Brooklyn, and 58% of our families live in the Red Hook houses, one of the largest public housing developments in New York City. 85% of PAVE's students qualify for Free Reduced Lunch. District schools in the neighborhood are among the lowest performing in the city. PAVE has a higher percentage of students with special needs than the average for the New York City Department of Education. Due to our proximity to the neighborhood of Sunset Park, we also have a high percentage of ELL students (11%), children of immigrants, and children of non-English speakers. PAVE's community of students have been disproportionately impacted by COVID-19. As such PAVE's ARP-ESSER plan is a holistic approach, aimed at implementing evidence based interventions across all K-8.

PAVE is prioritizing in person learning with a return to full time in person instruction. PAVE staff are implementing new and improved techniques to wrap services around our scholars to impact their experience and needs. PAVE is adopting a school wide implementation of Responsive Classroom. Responsive Classroom is an evidence based approach to teaching that focuses on the strong link between academic success and social-emotional learning. Supported by a team of Social Workers, Associate Deans of Students, Literacy Specialists, leaders who are content experts and dedicated teachers PAVE's is prepared to tailor instruction and proactively and reactively support the social emotional needs of all of our scholars.

90.6% of PAVE students identify as students of color. 1% of our students are currently homeless, less than 1% of our students are in foster care, and migratory students are not represented in our student population. Because all of PAVE's students have been disproportionately impacted by COVID-19, PAVE's ARP-ESSER plan is a holistic approach, which combines programmatic and tangible support. Students from low income families, ELL students, children with disability, students of color as well as students who are currently homeless or are in foster care are supported by PAVE's implementation of Responsive Classroom, which is an evidence based intervention for all students across all K-8. PAVE's team of Social Workers frequently check in with these students to identify various needs including uniform clothing for students, internet connectivity for the household, and counseling service in and outside of PAVE. PAVE's team of Associate Deans of Students, Literacy Specialists, in partnership with School leaders who are content experts and dedicated teachers, are tailoring instruction and proactively and reactively supporting the social emotional needs of all of our scholars.

Return to In-Person Instruction Plan

PAVE's reopening plan will be available on the "COVID-19 Information and Resources" page on PAVE's website (<https://paveschools.org/covidresources/>). Once posted, an announcement regarding the posting and availability of the plan will be made on the homepage of PAVE's website. A PDF version of the plan will be sent to families via email and will be available upon request via print, email, and/or text message.

PAVE Reopen Plan Stakeholder Communication

PAVE will facilitate at least 3 opportunities to receive input and public comment on its continuity of service and reopen plan.

1. PAVE will hold a family information session before the first day of school via Zoom where families will be informed of the plan. After the session, families will be asked for feedback regarding the plan Q&A period.
2. PAVE will establish 2 formal Notice of Public Comment periods each School year. They will be as follows:
 - a. August 2021 (prior to the family information session) and February 2022
 - b. August 2022 and January - February 2023
 - c. August 2023
3. In advance of this period a request for input will be posted on PAVE's website with an email and phone number of where the public can submit their comment. The Notice of Public Comment will be posted on PAVE's website.
4. PAVE will hold a Continuity of Service and School Reopening consultation meeting where key community constituents will be invited to discuss the plan and provide input.
5. PAVE's Family and Community Engagement Coordinator will confirm each trimester if the posted plan is valid or if it needs to be revised.
6. If any significant updates are made to the plan, another family information session will be held either in person or via Zoom to inform families of these updates.
7. In terms of ongoing updates, as any significant updates are made to the plan, families are notified via email, robocall and the revised plan is posted on the website.

Funding Distribution

1. Please complete the following to indicate the LEA's American Rescue Plan (ARP) Act LEA Base 90% allocation for Elementary and Secondary School Emergency Relief (ESSER) funds, as well as its most current enrollment figures.

	Amount \$ or #
ARP-ESSER Fund Allocation (\$)	\$1,535,843
Total Number of K-12 Resident Students Enrolled (#)	485
Total Number of Students from Low-Income Families (#)	436

2. Please complete the following chart by indicating the number of PUBLIC SCHOOLS in the LEA being served by ARP-ESSER LEA Base 90% Funding.

	Number #
Total Number of Schools in the LEA	1
Number of Schools Served by ARP-ESSER LEA Base 90% Funding	1

FS-10 and Budget Narrative

Please see attached.

= Required Field

Local Agency Information			
Funding Source:	American Rescue Plan (ARP ACT) - ESSER Fund		
Report Prepared By:	Meg Brown		
Agency Name:	PAVE Academy Charter School		
Mailing Address:	732 Henry Street		
	Street		
	Brooklyn	NY	11231
	City	State	Zip Code
Telephone # of Report Preparer:	718-858-7813	County: Kings	
E-mail Address:	info.rh@paveschools.org		
Project Funding Dates:	3/13/20 Start	9/30/24 End	

INSTRUCTIONS

- Submit the original FS-10 Budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to Grants Finance.
- The Chief Administrator's Certification on the Budget Summary worksheet must be signed by the agency's Chief Administrative Officer or properly authorized designee.
- An approved copy of the FS-10 Budget will be returned to the contact person noted above. A window envelope will be used; please make sure that the contact information is accurate and confined to the address field without altering the formatting.
- For information on budgeting refer to the Fiscal Guidelines for Federal and State Aided Grants at <http://www.oms.nysed.gov/cafe/guidance/>.

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$1,479,555
Support Staff Salaries	16	
Purchased Services	40	\$56,287
Supplies and Materials	45	
Travel Expenses	46	
Employee Benefits	80	
Indirect Cost	90	
BOCES Services	49	
Minor Remodeling	30	
Equipment	20	
Grand Total		\$1,535,843

Agency Code: **331500860927**

Project #: **5880-21-4450**

Contract #: _____

Agency Name: **PAVE Academy Charter School**

FOR DEPARTMENT USE ONLY

Funding Dates: _____ From _____ To _____

Program Approval: _____ Date: _____

<u>Fiscal Year</u>	<u>First Payment</u>	<u>Line #</u>
_____	_____	_____
_____	_____	_____
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Voucher #	First Payment	

CHIEF ADMINISTRATOR'S CERTIFICATION

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal (or State) award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims, or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

_____/_____/_____
Date

Signature

Marsha Gadsden, Executive Director
Name and Title of Chief Administrative Officer

SALARIES FOR PROFESSIONAL STAFF			
Subtotal - Code 15			\$1,479,555
Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Social Worker (FY22)			\$85,195
Social Worker (FY23)			\$88,603
Social Worker (FY24)			\$41,088
ES Literacy Specialist (FY22 - 20%)			\$74,855
MS Literacy Specialist (FY22 - 20%)			\$117,658
STEM Dean (FY22 - 20%)			\$91,356
STEM Dean (FY23)			\$95,010
STEM Dean (FY24)			\$98,811
STEM and Math Curriculum Director (FY22)			\$85,943
3 - 5 Associate Dean of Students (FY23)			\$79,906
MS Associate Dean of Students (FY23)			\$65,562
MS Associate Dean of Students (FY24)			\$68,184
Academic Dean (FY22)			\$94,668
Academic Dean (FY23)			\$98,455
Academic Dean (FY24)			\$102,393
Humanities Dean (FY23)			\$94,053
Humanities Dean (FY24)			\$97,815

PURCHASED SERVICES			
Subtotal - Code 40			\$56,287
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
enVision Math Subscription Courseware Grades K-4 (FY23 -20%)	Savvas/enVision	275 x \$31.47	\$8,654.25
enVision Math Quick and Easy Kit Grades K-2 (FY23 - 20%)	Savvas/enVision	5 x \$211.97	\$1,059.85
enVision Math Diagnosis and Intervention System (FY23- 20%)	Savvas/enVision	5 x \$162.47	\$812.35
enVision Math Subscription Courseware Grades K-4 (FY24 -20%)	Savvas/enVision	275 x \$31.47	\$8,654.25
enVision Math Quick and Easy Kit Grades K-2 (FY24 - 20%)	Savvas/enVision	5 x \$211.97	\$1,059.85
enVision Math Diagnosis and Intervention System (FY24- 20%)	Savvas/enVision	5 x \$162.47	\$812.35
Renaissance myOn Reader Tier 2 (FY22 -20%)	Renaissance/MyOn	1 x \$3969.84	\$3,969.84
Hothouse Mage Hunters add-on Publisher (FY22 -20%)	Renaissance/MyOn	1 x 37.5	\$37.50
High Noon: Secondary add-on Publisher (FY22 -20%)	Renaissance/MyOn	1 x \$300	\$300.00
Sourcebooks: MS add-on Publisher (FY22 -20%)	Renaissance/MyOn	1 x \$485	\$485.00
Open Road: Upper Elem add-on Publisher (FY22 -20%)	Renaissance/MyOn	1 x \$518	\$518.00
Little, Brown: MS add-on Publisher (FY22 -20%)	Renaissance/MyOn	1 x \$448	\$448.00
Little, Brown: James Patterson add-on Publisher (FY22 -20%)	Renaissance/MyOn	1 x \$121	\$121.00
Little, Brown: Matt Christopher Sports add-on Publisher (FY22 -20%)	Renaissance/MyOn	1 x \$228	\$228.00
Lerner: Middle School add-on Publisher (FY22 -20%)	Renaissance/MyOn	1 x \$308	\$308.00
Candlewick Press: Upper Elementary add-on Publisher (FY22 -20%)	Renaissance/MyOn	1 x \$310	\$310.00
Candlewick: MS/HS add-on Publisher (FY22 -20%)	Renaissance/MyOn	1 x \$190	\$190.00
Orca: MS add-on Publisher (FY22 -20%)	Renaissance/MyOn	1 x \$450	\$450.00
Abrams: Middle School add-on Publisher (FY22 -20%)	Renaissance/MyOn	1 x \$800	\$800.00
Abrams: Elementary add-on Publisher (FY22 -20%)	Renaissance/MyOn	1 x \$400	\$400.00
Sourcebooks: Upper Elem add-on Publisher (FY22 -20%)	Renaissance/MyOn	1 x \$605	\$605.00
HMH: Award Winners add-on Publishers (FY22 -20%)	Renaissance/MyOn	1 X \$130	\$130.00

PURCHASED SERVICES			
Subtotal - Code 40			\$56,287
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
HMH: Middle Readers - Gr. 3-7 add-on Publisher (FY22 -20%)	Renaissance/MyOn	1 x \$143	\$143.00
HMH: MS/HS add-on Publisher (FY22 -20%)	Renaissance/MyOn	1 x \$132	\$132.00
Charlesbridge: MS add-on Publisher (FY22 -20%)	Renaissance/MyOn	1 x \$90	\$90.00
Renaissance myOn Reader Tier 2 (FY23 -20%)	Renaissance/MyOn	1 x \$7089	\$7,089.00
Hothouse Mage Hunters add-on Publisher (FY23 -20%)	Renaissance/MyOn	1 x 37.5	\$37.50
High Noon: Secondary add-on Publisher (FY23 -20%)	Renaissance/MyOn	1 x \$300	\$300.00
Sourcebooks: MS add-on Publisher (FY23 -20%)	Renaissance/MyOn	1 x \$485	\$485.00
Open Road: Upper Elem add-on Publisher (FY23 -20%)	Renaissance/MyOn	1 x \$518	\$518.00
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Candlewick Press: Upper Elementary add-on Publisher (FY23 -20%)	Renaissance/MyOn	1 x \$310	\$310.00
Candlewick: MS/HS add-on Publisher (FY23 -20%)	Renaissance/MyOn	1 x \$190	\$190.00
Orca: MS add-on Publisher (FY23 -20%)	Renaissance/MyOn	1 x \$450	\$450.00
Abrams: Middle School add-on Publisher (FY23 -20%)	Renaissance/MyOn	1 x \$800	\$800.00
Abrams: Elementary add-on Publisher (FY23 -20%)	Renaissance/MyOn	1 x \$400	\$400.00
Sourcebooks: Upper Elem add-on Publisher (FY23 -20%)	Renaissance/MyOn	1 x \$605	\$605.00
HMH: Award Winners add-on Publishers (FY23 -20%)	Renaissance/MyOn	1 X \$130	\$130.00
HMH: Middle Readers - Gr. 3-7 add-on Publisher (FY23 -20%)	Renaissance/MyOn	1 x \$143	\$143.00
HMH: MS/HS add-on Publisher (FY23 -20%)	Renaissance/MyOn	1 x \$132	\$132.00
Charlesbridge: MS add-on Publisher (FY23 -20%)	Renaissance/MyOn	1 x \$90	\$90.00

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Subtotal - Code 40			\$56,287
Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Renaissance myOn Reader Tier 2 (FY24 -20%)	Renaissance/MyOn	1 x \$7089	\$7,089.00
Hothouse Mage Hunters add-on Publisher (FY24 -20%)	Renaissance/MyOn	1 x 37.5	\$37.50
High Noon: Secondary add-on Publisher (FY24 -20%)	Renaissance/MyOn	1 x \$300	\$300.00
Sourcebooks: MS add-on Publisher (FY24 -20%)	Renaissance/MyOn	1 x \$485	\$485.00
Open Road: Upper Elem add-on Publisher (FY24 -20%)	Renaissance/MyOn	1 x \$518	\$518.00
Little, Brown: MS add-on Publisher (FY24 -20%)	Renaissance/MyOn	1 x \$448	\$448.00
Little, Brown: James Patterson add-on Publisher (FY24 -20%)	Renaissance/MyOn	1 x \$121	\$121.00
Little, Brown: Matt Christopher Sports add-on Publisher (FY24 -20%)	Renaissance/MyOn	1 x \$228	\$228.00
Lerner: Middle School add-on Publisher (FY24 -20%)	Renaissance/MyOn	1 x \$308	\$308.00
Candlewick Press: Upper Elementary add-on Publisher (FY24 -20%)	Renaissance/MyOn	1 x \$310	\$310.00
Candlewick: MS/HS add-on Publisher (FY24 -20%)	Renaissance/MyOn	1 x \$190	\$190.00
Orca: MS add-on Publisher (FY24 -20%)	Renaissance/MyOn	1 x \$450	\$450.00
Abrams: Middle School add-on Publisher (FY24 -20%)	Renaissance/MyOn	1 x \$800	\$800.00
Abrams: Elementary add-on Publisher (FY24 -20%)	Renaissance/MyOn	1 x \$400	\$400.00
Sourcebooks: Upper Elem add-on Publisher (FY24 -20%)	Renaissance/MyOn	1 x \$605	\$605.00
HMH: Award Winners add-on Publishers (FY24 -20%)	Renaissance/MyOn	1 X \$130	\$130.00
HMH: Middle Readers - Gr. 3-7 add-on Publisher (FY24 -20%)	Renaissance/MyOn	1 x \$143	\$143.00
HMH: MS/HS add-on Publisher (FY24 -20%)	Renaissance/MyOn	1 x \$132	\$132.00
Charlesbridge: MS add-on Publisher (FY24 -20%)	Renaissance/MyOn	1 x \$90	\$90.00

BUDGET NARRATIVE

LEA:	FOR TITLE:
BEDSCODE:	

**** MUST BE SUBMITTED WITH EACH BUDGET IN THE CONSOLIDATED APPLICATION**

If using Transferability, please indicate on the Budget Narrative and FS-10 the amount of funds to be included under transferability in the budget categories where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE.35 - \$15,000.

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 15 Professional Salaries</i>	
<i>Code 16 Support Staff Salaries</i>	
<i>Code 40 Purchased Services</i>	
<i>Code 45 Supplies and Materials</i>	
<i>Code 46 Travel Expenses</i>	

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY <i>(as it relates to the program narrative for this title)</i>
Code 80 <i>Employee Benefits</i>	
Code 90 <i>Indirect Cost</i>	
Code 49 <i>BOCES Services</i>	
Code 30 <i>Minor Remodeling</i>	
Code 20 <i>Equipment</i>	