

Section: Narratives - Assessing Impacts and Needs

LEA ARP ESSER APPLICATION

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by Local Education Agencies (LEAs), schools, and educators to support students during the COVID-19 pandemic. The application below requests information from LEAs about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts, (3) Specific elements in the LEA Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B. As used in this application, "the LEA" refers to the Grantee defined in the Grant Agreement.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the LEA application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

Section I: Assessing Impacts and Needs

In this first section, LEAs are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the LEA's promising practices in supporting student needs since March 2020.

Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local

assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	SASD will collect and analyze data from quarterly grades, local assessments, teacher recommendations, and progress monitoring. At the elementary, we will be using Acadience, IReady, and quarterly grades. At the intermediate and middle schools, we will use IReady and quarterly grades. At the high school level we will use CDTs and quarterly grades. Each school will focus in the areas of Math and ELA.
Chronic Absenteeism	SASD will use from its student information system to follow daily attendance. Reports will be ran quarterly to analyze the data. We will also use teacher and administration input as they observe chronic absence by a student. In addition, records for truancy will also be used.
Student Engagement	SASD will use data from local assessments along with teacher observations/recommendatons of students in their classes. In addition, the reports for absenteeism will also be used.
Social-emotional Well-being	SASD will collect and analyze data from referrals made to the guidance office or administration. These referrals will be tracked. An online referral form is being created for non-emergency assistance. These referrals can be made by a teacher, parents, self , social worker or other. All referrals will also be recommended for our Strengthening family group. Upon receipt of referral, a staff member will be assigned to reach out to the individuals and assist in an appropriate manner.
Other Indicators	

Documenting Disproportionate Impacts

2. Identify **at least three student** groups in the LEA that faced particularly significant impacts from the pandemic. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	Administration and teachers identified students using their quarterly grades and assessments to identify students from low income families. At the elementary, we are using Acadience, IReady, and quarterly grades. At the intermediate and middle schools, we are using IReady and quarterly grades. At the high school level we are using CDTs and quarterly grades. Each school will focus

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	<p>in the areas of Math and ELA. These assessments listed will be done at least 3x per school year. We will also use attendance records and SEL referrals. The data will be analyzed and disseminated to identify students in our groups. These students will receive additional targeted assistance during the school day, after school, and summer camp. Through continue monitoring of quarterly grades and these assessments we will be able to measure the impacts of the additional targeted services being provided to these students. Between assessments, progress monitoring will be implemented at the appropriate grade levels for continual monitoring.</p>
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	<p>Administration and teachers identified students using their quarterly grades and assessments to identify students from low income families. At the elementary, we are using Acadience, IReady, and quarterly grades. At the intermediate and middle schools, we are using IReady and quarterly grades. At the high school level we are using CDTs and quarterly grades. Each school will focus in the areas of Math and ELA. These assessments listed will be done at least 3x per school year. We will also use attendance records and SEL referrals. The data will be analyzed and disseminated to identify students in our groups. These students will receive additional targeted assistance during the school day, after school, and summer camp. Through continue monitoring of quarterly grades and these assessments we will be able to measure the impacts of the additional targeted services being provided to these students. Our special education staff will also be collecting data from other programs such as Rewards, read naturally, Wilson, IXL, and 7 mindset. Progress monitoring data will also be used.</p>
	<p>Administration and teachers identified students using their quarterly grades and assessments to identify students from low income families. At the elementary, we are using Acadience, IReady, and quarterly grades. At the intermediate and middle</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
<p>Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)</p>	<p>schools, we are using IReady and quarterly grades. At the high school level we are using CDTs and quarterly grades. Each school will focus in the areas of Math and ELA. These assessments listed will be done at least 3x per school year. We will also use attendance records and SEL referrals. The data will be analyzed and disseminated to identify students in our groups. These students will receive additional targeted assistance during the school day, after school, and summer camp. Through continue monitoring of quarterly grades and these assessments we will be able to measure the impacts of the additional targeted services being provided to these students. Between assessments, progress monitoring will be implemented at the appropriate grade levels.</p>

Reflecting on Local Strategies

3. Provide the LEA’s assessment of the top two or three strategies that have been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Include at least one strategy addressing **academic needs** and at least one strategy addressing **social-emotional needs**.

	Strategy Description
<p>Strategy #1</p>	<p>Increase instructional time of students to decrease/close the gap due to learning loss. During the duration of the grant (3 years), we will implement annually a 4 week summer camp, a 27 week afterschool tutoring program, and quarterly two week academies for students in grades K-12 focusing on academic needs of identified students. Primary focus will be in the core subject areas of Mathematics and English Language Arts. Additional math and ELA course will be added to the Middle School level for students identified with a learning loss in these areas. At the ninth grade level a pre-algebra course will be added to the curriculum for those students with a learning loss in the area of mathematics. Additional learning supports will be purchased in the form of computer software and license to assist with instructional and SEL.</p>

i. **Impacts that Strategy #1 best addresses:** (select all that apply)

Academic impact of lost instructional time

- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

ii. If Other is selected above, please provide the description here:

iii. Student group(s) that Strategy #1 most effectively supports: (select all that apply)

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

iv. If Other is selected above, please provide the description here.

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	SASD will continue to implement the SEL curriculum called 7 Mindsets. This SEL curriculum offers professional development, resources and tools for students, teachers, and the families. The 7 mindset curriculum offers surveys to be completed to assist with monitoring SEL and needs of staff and students. In addition, the elementary level will continue to monitor data through its PBIS and the MS/HS will also monitor SE needs through its anti bullying club. In addition school climate communications such as surveys will also be used to monitor social emotional needs. Through these programs staff and administration will review the data/analyze and address needs of

	Strategy Description
	staff and students.

i. Impacts that Strategy #2 best addresses: (select all that apply)

- Academic impact of lost instructional time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

ii. If Other is selected above, please provide the description here:

iii. Student group(s) that Strategy #2 most effectively supports: (select all that apply)

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

iv. If Other is selected above, please provide the description here.

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	Hire additional staff to identify and focus on students with learning loss and social emotional needs. The district will hire four additional staff members to be called Learning Loss intervention specialist (LLIS). The LLIS professional staff will work with students identified as at risk academically and have social emotional needs. The staff will monitor the data and analyze the results from the assessments, attendance, surveys, and referrals. They will develop a non-emergency social emotional referral; identify students for tutoring, the quarterly academy, the summer camp, collect and analyze data in the four key areas, provide daily lessons/tutoring/emotional support as needed, and be a point of contact for virtual learners. The LLIS staff will work closely with administration and guidance and support the instructional staff. Additional learning supports will be purchased in the form of computer software and license to assist with instructional and SEL.

i. **Impacts that Strategy #3 best addresses:** (select all that apply)

- Academic Impact of Lost Instructional Time**
- Chronic absenteeism**
- Student engagement**
- Social-emotional well-being**
- Other impact**

ii. **If Other is selected above, please provide the description here:**

iii. **Student group(s) that Strategy #3 most effectively supports:** (select all that apply)

- Students from low-income families**
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)**
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)**
- English learners**
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))**
- Students experiencing homelessness**

- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

iv. If Other is selected above, please provide the description here:

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

In this second section, LEAs are asked to provide information on how stakeholders will be engaged in planning for the use of ARP ESSER funds, how stakeholder input will be utilized, and how the LEA will make its LEA Plan for the Use of ARP ESSER Funds transparent to the public—all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

4. Stakeholder Engagement

Describe how the LEA, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders. **(3,000 characters max)**

(Stakeholders include students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the LEA, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

Our district created two formal Stakeholders group which primarily included members of the community, parents, teachers, school board members, and administrators. One group focused on the ESCO project to make improvements to our school facility to improve indoor air quality (HVAC), install bipolar ionization, with focus on replace and upgrade existing systems to reduce the risk of virus transmission. This group agreed an ESCO project would be the best avenue given the district would also receive energy savings in the upcoming school years. This group met and reviewed the proposals received; met with the vendors for a Q/A session; made recommendations on items to be applied to the ESSER II and ARP ESSER III grants; recommended the vendor to school board for approval. This group has also expressed interest to tour the building while project is in progress. Our other stakeholders group is called the Learning Loss Stakeholders. We created a committee to review all the data and input and plan that was created by several other committees already established at our districts. To name a few these groups were Department and Grade Level Chairperson, Data Team, Guidance, School Climate Committee, and Administration. We will continue to meet with this group to update them on the progress we are making with the learning loss plan.

5. Use of Stakeholder Input

Describe how the LEA has taken or will take stakeholder and public input into account in the development of the LEA Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

Both stakeholders group was essential in providing input in the form of questions, concerns, and other avenues. The group that met for the ESCO project recommended full installation of bipolar ionization throughout all buildings, upgrades to HVAC system in the HS gym area, other financing avenues, warranty concerns, and knowledge of and compatibility of electric component capacity

for these upgrades top name a few. Our Learning Loss Stakeholder committee shared their views on the plan and made recommendations in which the administration/staff took back to the table and made adjustments to. The district will continue to meet with these groups at least annually to share progress along with sharing via google drives.

6. Public Access to LEA Plan for the Use of ARP ESSER Funds

Describe the process for development, approval, and making public the LEA Plan for the Use of ARP ESSER Funds. The LEA Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

Through our meetings with various district committees and implementation of key stakeholders committees we developed a learning loss plan and budget summary for the ARP ESSER grant. Both of these items are being posted to our webpage. The Loss of Learning plan was reviewed and accepted by the committee on July 12, 2021. The final ESCO project contract was approved and accepted by the school board with recommendation from the ESCO stakeholders committee on July 21, 2021. District will provide alternate format/language upon request by parent/caregiver.

Section: Narratives - Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

Section III: Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

In this third section, LEAs are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the LEA plan for the use of ARP ESSER funds, beginning with the minimum 20 percent reservation, to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

Instructions: For both (a) the 20 percent reservation to address the impact of lost instructional time and (b) remaining funds, describe the LEA's principles for emphasizing educational equity in expending ARP ESSER funds, including but not limited to:

- Responding to students' academic, social, emotional, and mental health needs, and addressing opportunity gaps that existed before—and were exacerbated by—the pandemic.
- Allocating funding to individual schools and for LEA-wide activities based on student need.
- Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.
- Taking 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 impede equal access to, or participation in, the ARP ESSER-supported program, in compliance with the requirements of section 427 of GEPA (20 U.S.C. 1228a).
- Attending to sustainability of plans supported by non-recurring ARP ESSER funds beyond the ARP ESSER funding period.

7. Plan for 20 percent Reservation to Address the Impact of Lost Instructional Time (Learning Loss)

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 programs? **(3,000 characters max)**

The response must include:

- a. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the LEA has selected, and how the LEA will evaluate the impact of those interventions on an ongoing basis to determine effectiveness.
- b. How the evidence-based interventions will specifically address the needs of student groups most disproportionately impacted.
- c. The extent to which the LEA will use funds it reserves to identify, engage, and support (1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and (2) students who did not consistently participate in remote instruction when offered during school building closures.

Through the analysis of data, the district will identify students with learning loss. Our data will be disseminated into our three selected groups: low income, racial and ethnic groups, and students with disabilities. We will target students in these groups that display learning loss and/or social emotional needs along with those with chronic absenteeism and/or poor student engagement. Our Learning Loss Intervention Specialist (LLIS) will identify these students through the data collected. The LLIS will work with identified students in a pull out setting during the school day. Classroom teachers will differentiate their instruction based upon the local assessment data and the needs of the students in their class. Teachers will also progress monitor students. Additional resources will also be purchased such as licenses, computers, software/hardware, and other intervention programs. Additional afterschool tutoring time will occur during the school year. This will be offered for at least 2 days per week for 2 hours for 27 weeks. A two week quarterly based after school academy will also be implemented to assist students with academics and social emotional needs. This will occur quarterly for 2 weeks for 4 days and 1.5 hours per day. A four week Summer camp is being implemented to assist students with academics and social emotional needs. This program will be for 4 weeks with 4 days per week and 4 hours a day. Bus transportation will be provided for the summer camp and if funds available the academy. Additional staff member will assist students selecting the virtual academy with their academics and social emotional needs. The students attending the virtual academy will also have access to weekly afterschool tutoring assistance twice a week for 2 hours. In addition to these extended day instructional times, the middle school will be adding two additional courses in which students with learning loss in math and ELA will be enrolled in. These courses are called applied math and applied ELA. At the high school level, it was determined there is a need for a pre-algebra course for 9th graders to be added. This course will assist these students with their learning loss in mathematics to prepare them for Algebra. The district will implement assessments at the beginning, mid, and end of school year to track growth of all students. The data from these assessments will be analyzed to identify the students with the most needs. These students will be enrolled in the programs described above and tracked by the LLIS in cooperation with their classroom teachers. The tutoring, academy, and summer camp staff will use the data from the assessments to instruct students in their specific areas of needs using differentiated instruction.

8. Plan for Remaining Funds *(funds not described under the question above)*

How will the LEA spend its remaining ARP ESSER funds including for each of the four fields below, as applicable? **(3,000 characters max)**

- a. Continuity of Services: How will the LEA use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
- b. Access to Instruction: How will the LEA use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
- c. Mitigation Strategies: How will the LEA use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff? Consider the LEA's Health and Safety Plan in developing the response.

- d. Facilities Improvements: How will the LEA use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the LEA's Health and Safety Plan in developing the response.

Our district is enrolled in the CEP for nutrition and food services. During the afterschool programs students will receive snacks. During the summer camp, students will receive a lunch at no-cost. If a student becomes absent due to COVID, our district is using funds to become and maintain a one to one student computer ratio. Students will have their computers to access class assignments/lessons. Staff is receiving professional development on how to use technology to become better skilled in offering direct instructional for a virtual environment if needed. Additional programs are being purchased to assist with a smooth transition from in-person to virtual instruction. The district will use the funds to maintain the 7 mindsets social emotional curriculum in grades K-12. A large percentage of the ARP ESSER funds will be used for repairs and improvements to our school facilities to reduce the risk of virus transmission. The District followed a RFP process for an ESCO project to focus on upgrading/replacing current HVAC systems in both physical buildings that house all four schools. Bipolar Ionization systems will also be installed throughout these buildings. The district will also utilize funds for PPE, cleaning/disinfectants, purchase/install additional spacing barriers, other supplies to assist with mitigation of virus, retain FT nurse aide, additional hours for psychologist, transition coordinator, IT summer assistant, and additional custodial services as needed. District will follow its Health and Safety plan.

9. For LEAs with one or more Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) school only

Please verify consultation of the [Evidence Resource Center](#) in developing the LEA Plan for the Use of ARP ESSER Funds and provide a justification for any intervention that is not supported by tier 1, 2, 3, or 4 evidence. If the LEA does not include a school with a CSI or ATSI designation, indicate "Not Applicable."
(3,000 characters max)

In reviewing the resource center, our plan to implement afterschool tutoring in the form of afterschool tutoring, the academy, and summer camp at our school are a Tier 3 in mathematics an ELA. Our additional staff called LLIS fall into the category of monitor and mentors as a tier 3-4. Programs used within our district such as everyday math tier 4 and ecri tier I are also included as research based programs in the resource center. Although we did not select the same SEL curriculum as per the resource center our 7 mindset curriculum is similar. The REWARDS® family is a powerful research-based, short-term, and specialized program for adolescent students in grades 4–12 who struggle reading long, multisyllabic words and comprehending content-area text. With explicit, systemic, teacher-led instruction, this intervention gives students new skills to unlock grade-level content-area text. We will continue to maintain the virtual academy through edgenuity which was the program the state released at no cost to districts on the onset of the COVID 19 school shutdowns.

10. 20% Reservation Calculation

Please enter your ARP ESSER total allocation amount and then click Save.

Project #: 223-21-0380
Agency: Shamokin Area SD
AUN: 116496503
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

*Please ensure that your 20% (or greater) budgeted amount for Learning Loss is itemized in your Budget.

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	6,202,080	20%	1,240,416

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

In this fourth section, LEAs are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

11. Capacity for Data Collection and Reporting

LEAs must continuously monitor progress and adjust strategies as needed. Describe the LEA's capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	Through the data collection of grade appropriate assessments, the Learning Loss Intervention Specialists (LLIS) along with administration and other staff will continually analyze the data and identify students and their needs. These local assessments will be given at beginning of school year, mid-year and end of year. Growth and digression will be tracked for all students. Data will be disseminated into the three categories of low income, students with disabilities, and racial and ethnic groups. In addition to these assessments, quarterly grades will also be used along with progress monitoring scores if available. Classroom teachers will continue to use this data to provide differentiated instruction to their students based upon students needs. The data will also be used to provide instruction based upon the needs of the students attending the additional after school and summer programs. Staff will use the data to drive their instruction such that we see results of growth in the areas showing learning loss.
Opportunity to learn measures (see help text)	Through the addition of the LLIS, we will provide additional opportunities for students to become engaged whether one on one with a staff member, or participating in small group learning, or participating in the afterschool/summer programs. Professional development in the areas of effective use of technology will be available to our staff and parents through a program called OTIS. Funds will also be used to become and maintain a one to one student computer ratio in the district. This ability will increase accessibility to instruction. For those that do not have access to internet, hot spots and cost assistance will be offered along with outside community groups also offering financial assistance in this area.
Jobs created and retained (by number of FTEs and position type) (see help text)	Created positions: four part-time LLIS FTE 3.14 RETAIN: full time nurse aide FTE 1; RETAIN teachers through creation of additional courses/virtual academy: applied math 0.5.; applied ELA 0.5; pre-algebra 0.25; virtual academy 0.5 FTE 1.75 Staff providing instruction during afterschool/summer programs are most likely full time teachers already hired as full time. However, the FTE equivalent if new staff working the afterschool programs is FTE 1.5, summer camp FTE is 1, and academy FTE is 0.6. Additional custodial hours during the summer for preparing for the opening of school is

Project #: 223-21-0380
Agency: Shamokin Area SD
AUN: 116496503
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

	Data Collection and Analysis Plan (including plan to disaggregate data)
	FTE 0.25. Additional psychologist and transition coordinator hours FTE 0.15 Additional hours for IT summer help FTE 0.10
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Students will be identified by LLIS. Rosters will be created and attendance will be recorded. Data from the local assessments and quarterly grandes will be monitored for growth and digression of these students.

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

Please complete each of the following assurances prior to plan submission:



The LEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the LEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools).



The LEA will complete quarterly Federal Financial Accountability Transparency Act (FFATA) reports and comply with all PDE reporting requirements, including on matters such as:

- How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to LEA 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 LEA's and school's mode of instruction (fully in-person, hybrid, and fully remote) 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 LEA-supported 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;
- Requirements under the FFATA; and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER fund use.



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: (a) the United States Department of Education and/or its Inspector General; (b) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority; (c) the Pennsylvania Department of Education; and/or (d) the Pennsylvania Auditor General, Pennsylvania Inspector General, or any other state agency.



Records pertaining to ARP ESSER Funds, including financial records related to the use of grant funds, will be tracked and retained separately from those records related to the LEA's use of other Federal funds, including ESSER I and ESSER II Funds.



The LEA will maintain inventory records, purchase orders and receipts for equipment (over \$5,000) purchased, all computing devices, and special purpose equipment (\$300 - \$4,999), and will conduct a physical inventory every two years. Please note: inventory of equipment purchased with federal funds must be broken out by funding source.



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).



The LEA will conduct its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race; color; national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the LEA must comply with all regulations, guidelines, and standards issued by the United States Department of Education under any of these statutes.



The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA¹. High poverty schools are

the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

¹Calculations for Maintenance of Equity: Per Pupil Funding from combined State and local funding = Total LEA funding from combined State and local funding for all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year. Full time equivalent staff = Total full-time equivalent staff in all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year. These calculations should be completed for all schools in the LEA as well as for high poverty schools in the LEA for FY 2021-22 and 2022-23. Reductions must not be greater for high poverty schools than for all schools in the LEA.



The LEA will implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act.



The LEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from underserved racial or ethnic groups and gender groups, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, migrant students, and other groups disproportionately impacted by the pandemic that have been identified by the LEA) as required by section 2001(e)(1) of the ARP Act.



The LEA will develop and make publicly available a Plan for the Safe Return to In-Person Instruction and Continuity of Services, hereinafter referred to as the LEA Health and Safety Plan, that complies with section 2001(i) of the ARP Act. The plan will be submitted to PDE, in a manner and form determined by PDE, no later than July 30, 2021.



The LEA's Health and Safety Plan will include (1) how the LEA will, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance

from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff; (2) how the LEA will ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services; (3) how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC: (a) universal and correct wearing of masks; (b) modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); (c) handwashing and respiratory etiquette; (d) cleaning and maintaining healthy facilities, including improving ventilation; (e) contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments; (f) diagnostic and screening testing; (g) efforts to provide vaccinations to school communities; (h) appropriate accommodations for children with disabilities with respect to health and safety policies; and (i) coordination with state and local health officials.



The LEA will review its Health and Safety Plan at least every six months during the duration of the ARP ESSER grant period and make revisions as appropriate. When determining whether revisions are necessary, the LEA will take into consideration significant changes to CDC guidance on reopening schools and will seek public input and take public input into account.



The LEA's Health and Safety Plan will be made publicly available on the LEA website and must be written in a language that parents/caregivers can understand or be orally translated for parent/caregivers and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability.



The LEA will provide to PDE: (1) the URL(s) where the public can readily find data on school operating status; and (2) the URL(s) for the LEA websites where the public can find the LEA's Health and Safety plan as required under section 2001(i) of the ARP Act; and the LEA Plan for the Use of ARP ESSER Funds.

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

Please upload your LEA Health and Safety Plan below, and check the assurance indicating that you have completed your upload. Please name the file using your LEA name followed by Health and Safety Plan. example: "**LEA Name-Health and Safety Plan**"

CHECK HERE - to assure that you have successfully uploaded your LEA Health and Safety Plan.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$6,202,080.00

Allocation

\$6,202,080.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$5,000.00	PPE supplies such as masks, gowns, gloves, disinfecting wipes for classrooms and student masks to be worn on buses if needed
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$37,700.00	licenses for edgenutiya and etoole to provide instructional services for virtual academy
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$6,150.00	licenses for REWARDS voyoger as additional instruction resource to decrease the learning loss gap
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$34,512.00	3 yr licenses for Study Island for ELA instruction and remediation lessons to decrease the learning loss gap and assist teachers with data for instruction
			social emotional

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$22,000.00	curriculum licenses 7 mindset; provides lessons; resource for staff; resource for parents and family; ability to survey and use data to analyze and track
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$2,000.00	supplies for MS applied math and MS applied ELA classes such as texts, books, stationery supplies, headsets, licenses
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,000.00	spec ed classrooms: ppe supplies such as gloves, masks, wipes
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$281,600.00	Four learning loss intervention specialists: 5.5 hrs for 210 days for next three school years.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$122,002.00	Four learning loss intervention specialists: 5.5 hrs for 210 days for next three school years.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$95,998.01	retain staff 50% prorate for virtual academy for next three school years
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$40,874.00	retain staff 50% prorate for virtual academy for next three school years
			MS HS academy in May

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$19,800.00	2021 and quarterly for next 3 school years as needed: 4 staff x 4 days x 2 wks x 1.5 hrs x 4 qtrs x \$30 plus may 2021 Afterschool academic and SEL assistance
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$8,549.00	MS HS academy in May 2021 and quarterly for next 3 school years as needed: 4 staff x 4 days x 2 wks x 1.5 hrs x 4 qtrs x \$30 plus may 2021 Afterschool academic and SEL assistance
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$67,200.00	K-6 academy in May 2021 and quarterly for next 3 school years as needed: 14 staff x 4 days x 2 wks x 1.5 hrs x 4 qtrs x \$30 plus may 2021 Afterschool academic and SEL assistance
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$29,033.00	K-6 academy in May 2021 and quarterly for next 3 school years as needed: 14 staff x 4 days x 2 wks x 1.5 hrs x 4 qtrs x \$30 plus may 2021 Afterschool academic and SEL assistance
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$58,800.00	MSHS Summer camp 2021, 2022, 2023, 2024: 8 staff at 4 hrs x 4 days x 4 wks x \$30 as needed for academic and SEL needs

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$25,384.00	MSSH Summer camp 2021, 2022, 2023, 2024: 8 staff at 4 hrs x 4 days x 4 wks x \$30 as needed for academic and SEL needs
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$107,520.00	k-6 Summer camp 2021, 2022, 2023, 2024: 8 staff at 4 hrs x 4 days x 4 wks x \$30 as needed for academic and SEL needs
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$46,425.00	K - 6 Summer camp 2021, 2022, 2023, 2024: 8 staff at 4 hrs x 4 days x 4 wks x \$30 as needed for academic and SEL needs
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$19,440.00	MSSH afterschool tutoring 3 years for 27 wks x 2 days per wk x 2 hrs. 2 staff estimated
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$8,420.00	MSSH afterschool tutoring 3 years for 27 wks x 2 days per wk x 2 hrs. 2 staff estimated
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$56,832.00	virtual academy tutoring 3 years for 32 wks x 4 days per wk x 2 hrs. 2 staff estimated
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$25,328.00	virtual academy tutoring 3 years for 32 wks x 4 days per wk x 2 hrs. 2 staff estimated
1100 - REGULAR			K-6 afterschool

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Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$77,760.00	tuotoring 3 years for 27 wks x 4 days per wk 4 staff estimated
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$33,677.00	K-6 afterschool tuotoring 3 years for 27 wks x 4 days per wk 4 staff estimated
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$88,410.00	retain staff and add applied reading classes for learning loss 2 staff at 25% prorated
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$59,603.58	retain staff and add applied reading classes for learning loss 2 staff at 25% prorated
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$94,754.76	retain staff and add applied math classes for learning loss 2 staff at 25% prorated
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$81,551.81	retain staff and add applied math classes for learning loss 2 staff at 25% prorated
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$39,896.31	retain staff and add pre algebra classes for learning loss 1 staff at 25% prorated
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$37,535.59	retain staff and add pre algebra classes for learning loss 1 staff at 25% prorated
		\$1,634,756.06	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$6,202,080.00

Allocation

\$6,202,080.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2400 - Health Support Services	100 - Salaries	\$77,394.66	retain nurse aide during the 22-23 and 23-24 school year
2400 - Health Support Services	200 - Benefits	\$77,582.84	retain nurse aide during the 22-23 and 23-24 school year
2600 - Operation and Maintenance	600 - Supplies	\$20,000.00	buildings and grounds dept: vacuum filters, air purifiers and filters, ventilatin filters
2600 - Operation and Maintenance	600 - Supplies	\$20,000.00	buildings and grounds dept: masks, gloves, gowns, cleaners and other needed PPE supplies and disinfectants
2600 - Operation and Maintenance	100 - Salaries	\$15,400.00	additional summer pt custodial and pt grounds for thorough cleaning and prep for new school year; 250 hrs each for 3 summers

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Function	Object	Amount	Description
2600 - Operation and Maintenance	200 - Benefits	\$6,900.00	additional summer pt custodial and pt grounds for thorough cleaning and prep for new school year; 250 hrs each for 3 summers
2400 - Health Support Services	600 - Supplies	\$2,500.00	school nurse offices: PPE supplies such as masks, gowns, gloves, wipes, and other
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$11,090.00	contract custodian services to assist with athletic event cleanings as needed
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$16,800.00	licenses to professional development webinars/classes for technology use; this will be used for staff and parents; 3 yr license
2800 - Central Support Services	600 - Supplies	\$20,000.00	licenses for program called go formative to assist teachers with assessing students using computers
2800 - Central Support Services	400 - Purchased Property Services	\$10,000.00	used to purchase hot spots and internet access for students and staff
2800 - Central Support Services	600 - Supplies	\$6,000.00	purchase licenses to google premium for enhanced capabilities to use google classroom for virtual learning
			purchase computers

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Function	Object	Amount	Description
2800 - Central Support Services	600 - Supplies	\$30,000.00	such as macbook air for staff to use for instructional delivery/resource
2800 - Central Support Services	600 - Supplies	\$180,000.00	purchase computers such as chromebooks for one to one ratio of students
2800 - Central Support Services	600 - Supplies	\$600.00	purchase livestream license for virtual capabilities
2800 - Central Support Services	100 - Salaries	\$1,890.00	additional summer IT assistant for 180 hrs will assist with collecting/cleaning/set up of computers for students start of new school year
2800 - Central Support Services	200 - Benefits	\$830.00	additional summer IT assistant for 180 hrs will assist with collecting/cleaning/set up of computers for students start of new school year
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$3,700.00	additional 200 hours over grant period to assist with psychologist completing evaluations, etc... services to students.
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$1,625.00	additional 200 hours over grant period to assist with psychologist completing evaluations, etc... services to students.

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Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	\$1,480.00	additional 80 hours over grant period to assist transition/homeless coordinator to provide services to students
2200 - Staff Support Services	200 - Benefits	\$650.00	additional 80 hours over grant period to assist transition/homeless coordinator to provide services to students
2700 - Student Transportation	500 - Other Purchased Services	\$158,237.44	student transportation for summer camp and academies if needed
2600 - Operation and Maintenance	700 - Property	\$34,980.00	mshs exhaust fan restoration
2600 - Operation and Maintenance	700 - Property	\$64,997.00	mshs IAQ improvements and pathogen mitigation bipolar
2600 - Operation and Maintenance	700 - Property	\$846,854.00	Heating Hot Water Plant & Domestic Hot Water Plant Upgrades
2600 - Operation and Maintenance	700 - Property	\$519,188.00	Area A Terminal Box Replacement
2600 - Operation and Maintenance	700 - Property	\$537,750.00	Building Automation System Expansion
2600 - Operation and Maintenance	700 - Property	\$81,905.00	Eliminate Pneumatic Controls & Siemens Boxes Throughout the Facility
2600 - Operation and Maintenance	700 - Property	\$628,076.00	Rooftop Air Handling Unit Replacements

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Function	Object	Amount	Description
2600 - Operation and Maintenance	700 - Property	\$48,664.00	IAQ Improvements and Pathogen Mitigation (Bi-Polar Ionization)
2600 - Operation and Maintenance	700 - Property	\$803,664.00	Chilled Water Plant Upgrades
2600 - Operation and Maintenance	700 - Property	\$115,466.00	Eliminate Pneumatic Controls Throughout the Facility
2600 - Operation and Maintenance	700 - Property	\$65,700.00	IAQ Improvements and Pathogen Mitigation (Bi-Polar Ionization) (add on to other item to complete Entire School)
2600 - Operation and Maintenance	700 - Property	\$7,400.00	add on last section of elementary school to have entire school with IAQ Improvements and Pathogen Mitigation (Bi-Polar Ionization)
2600 - Operation and Maintenance	700 - Property	\$150,000.00	Provide Chilled Water to Gym Units (HRU-E1 and HRU-E2)
		\$4,567,323.94	

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Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$1,008,011.08	\$518,382.98	\$0.00	\$0.00	\$0.00	\$107,362.00	\$0.00	\$1,633,756.06
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$3,700.00	\$1,625.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,325.00
2200 Staff Support Services	\$1,480.00	\$650.00	\$16,800.00	\$0.00	\$0.00	\$0.00	\$0.00	\$18,930.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$77,394.66	\$77,582.84	\$0.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$157,477.50
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$15,400.00	\$6,900.00	\$11,090.00	\$0.00	\$0.00	\$40,000.00	\$3,904,644.00	\$3,978,034.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$158,237.44	\$0.00	\$0.00	\$158,237.44
2800 Central Support Services	\$1,890.00	\$830.00	\$0.00	\$10,000.00	\$0.00	\$236,600.00	\$0.00	\$249,320.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$1,107,875.74	\$605,970.82	\$27,890.00	\$10,000.00	\$158,237.44	\$387,462.00	\$3,904,644.00	\$6,202,080.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
							Final	\$6,202,080.00