

## **Section: Narratives - Program Description**

### **INTRODUCTION**

Under the Elementary and Secondary School Emergency Relief II Fund (ESSER II), authorized by the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, the Pennsylvania Department of Education (PDE) awards grants to School Districts and Charter Schools to address the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the state.

Please note: ESSER II funds **cannot** be used for: 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the LEAs, or 2) expenditures related to state or local teacher or faculty unions or associations. ESSER II funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

**\*ESSER II funds are not Title I funds and as such, are not subject to Title I rules.**

### **Please explain how the LEA will determine its most important educational needs as a result of COVID-19. (3000 characters max)**

The SASD serves a rural population of students with an economically disadvantaged population of 62.38% and special education (19.3% based on 2018-19 Penn data) population based on May 20, 2020 report. The administrative team meets weekly to discuss the impact of COVID-19 on our learning community. In order to meet the needs of students and families the district uses a variety of communication modes to collect data from all the stakeholders. Included in these modes of communication are alert phone calls to families, social media updates on schools Facebook accounts, Twitter accounts and school website. In addition, family surveys were created, faculty grade level meetings, department meeting, monthly board meetings and committee meetings. These modes of communication will continue as needed. The recent data has indicated additional educational needs: In the past year, we had our teachers contact student parents and ask them to participate in a survey about technology in their home and what the students would need for on-line review/enrichment and instruction. The survey indicated the greatest sub groups of need were our economically disadvantaged and special education populations due to lack of attendance and academic. This will be our focus in the upcoming months and provide intensive support. Our staff have increased their technology skills in 20-21 but we still have needs for areas of growth in transitioning to a hybrid learning approach. Furthermore, funds will be used to maintain a nurse aide to assist with students and staff wellness, implementation of a pandemic preparedness plan, and protocols for staff to be followed. This position will increase our nurse student ratio which will assist in identifying students with illnesses resulting in a quicker response time and reduce cross contamination. In addition, to reduce absentee rate, cleaning and disinfecting the buildings frequently, especially high touch areas will eliminate/reduce cross contamination and prevent spread of illness.

### **Please explain the LEA(s) proposed timeline for providing services and assistance to students and staff. (3000 characters max)**

The Shamokin area School district is committed to closing the learning gap of students using all interventions (research based) to promote academic growth and narrowing the learning gap.

Interventions programs and services have been offered to students and staff since the pandemic. The administrators worked closely with the teachers to identify students and families with the greatest need. The district is utilizing all their resources to ensure all basic needs are met during this pandemic where are families are struggling financially or without work. In addition, the district is using existing platforms to provide support to our struggling learners including google premium, edgenuity and etoole, seven mind sets ( social emotional learning, rewards voyager) plus hot spots, macbook airs, and chromebooks for students and staff. In addition, school psychologist was given 200 additional hours to evaluate students during the 2021-23 summers and tech support increased summer hours. The district has developed a loss of learning plan that provides academic and social services to our students during 2021-24 years. The plan was approved by board and placed on website along with health and safety plan. The district has also purchased PPE supplies such as mask, gloves and gowns. Additional cleaning supplies are also being purchased.

**Please explain the extent to which the LEA intends to use ESSER II funds to promote remote learning.** (3000 characters max)

It is essential that people remain employed and the district is able to pay the staff and vendors in a timely manner for the district to operate in providing continuity of education. Without this financial support, the need for PPE implementation, physical plant improvements, remote learning will be at a stand still. We provided flexible instruction in person, virtual or combined to meet our families needs. The district will purchase computer devices and additional hot spots to implement google classroom platform and additional platforms stated above for planned instruction using a hybrid learning approach to provide remote learning.

**Please describe how the LEA intends to assess and address student learning gaps resulting from the disruption in educational services.** (3000 characters max)

The LEA developed a loss of learning plan at each building to address the learning gap resulting from the data. The district will be using Acadience, iready , K-12 benchmarks fall, winter and spring. Curriculum based assessments and CDT's to progress monitor individual students to provide differentiation of instruction to those students in need. The teachers will allow students to take computers home to work on activities that students will need to close the gap as well. 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 to progress monitor and close the learning gap. Each school will focus in the areas of Math and ELA. Increase instructional time of students to decrease/close the gap due to learning loss. The Primary focus will be in the core subject areas of Mathematics and English Language Arts. Additional learning supports will be purchased in the form of computer software and license to assist with instructional and SEL.

**Please describe the LEA(s) proposed procedures for evaluating local COVID-19 impacts in relation to education programming and delivery.** (3000 characters max)

Areas of emphasis should include:

- Documenting learning loss associated with extended school closure;
- Outlining the development of local continuity of education plans over the course of emergency response efforts; and
- Detailing supports for vulnerable student populations and families.

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. Using this data, planned Instruction will focus on the areas of need of the students as staff prepares instruction for new content areas. The funds will be used to support the employment of all staff and assure the continuation of education in a virtual learning setting or in person learning environment

**Please describe the LEA core set of strategies that will be used to guide local investment of ESSER II funding, associated with short-range (i.e., remainder of the 2020-21 school year) and long-range (2021-22 and 2022-2023 school years) timelines.** (3000 characters max)

These strategies may entail the establishment, scale-up, refinement, or evaluation of remote learning, as well as strategies for school-based teaching and learning responsive to conditions related to the pandemic. LEAs will be asked to outline how limited, ESSER II funding may support these initiatives and how these funds might interact with other federal funding, including enhanced Title IV flexibility, to ensure strategic and sustainable use of funds.

We learned through this closure, our families have limit access to technology at home. In response to this need, we distributed chromebooks to the families that requested the devices. We are now 1:1 with chromebooks for all our students. We learned through the teachers, that some families have weaknesses in technology skills to assist their children in using the school devices provided so we offered support families and staff using the google platform by our tech department. After discussions between administration, teachers, survey results from families, and board members, there was a need to look at our instructional delivery during 20-21. Google Classroom with the classroom teacher will be a tier 1 approach. Tier 2 will be adding edgenuity. Tier 3 will be using courses on the Educere platform. Having these three tiers assisted with promoting remote learning during 20-21. The district will sustain these cost in future years if these avenues were successful. In addition, The district plans to use funds to improve air quality in the high school building by upgrading the present ventilation system that is 50 years old.

**Please describe specific plans, measures, and longer-term evaluative strategies concerning student learning gaps - as well as opportunity to learn factors - stemming from COVID-19.** (3000 characters max)

Due to the closure, learning gaps have occurred, Specifically the average retention rate over summer months is 2- 3 months of reading skills cited by the foundational research. So the district feels, there will be at least a 3 months regression due to the COVID. The administrative team and stakeholders met with grade level spans to discuss the gap and the approach their

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team will be taking in the fall. the district submitted a loss of learning plan to the board which supports the students to close student learning gap. The district will also use I- ready benchmarks, acadience, quarter marking periods and CDT assessments to guide instruction based on student needs ( progress monitoring). The district will also analyze results by progress monitoring, In addition, from future PSSA and Keystone tests to assist with determining gaps and provide instruction in these areas as students progress throughout their school year. The district will continue to perform data analysis to assist teachers in identifying the areas of the learning gaps for our students. This will be an on-going process not only in the upcoming school year but in future school years. To support our long term goals, The district plans to offer a variety of programs : summer school, quarterly after school academies, after school tutoring, on - line tutoring, credit recovery options, starting in may 20-21 through out the summer months 2024. Our Learning Loss plan along with our ESCO project is supported by our stakeholder committees

Section: Narratives - Allowable Usage of Funds

ALLOWABLE USAGE OF FUNDS

Check the box before each intended acceptable use classification your LEA is applying to use ESSER II funds to support.

For additional information on cleaning and sanitizing your LEA, please visit the following resources:

[CDC - Disinfectant Decision Tool website](#)

[CDC - Cleaning Guide website](#)

\*If your LEA is spending in an area authorized by the ESEA of 1965, please select option (1), then specify which sub-program(s) will be included by selecting from options "A - L".

- (1) Any activity authorized by the ESEA of 1965.
- (1a) Title I, Part A (Improving Basic Programs Operated by LEAs; Section 1003 school improvement)
- (1b) Title I, Part C (Education of Migratory Children)
- (1c) Title I, Part D (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)
- (1d) Title II, Part A (Supporting Effective Instruction)
- (1e) Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement)
- (1f) Title IV, Part A (Student Support and Academic Enrichment Grants)
- (1g) Title IV, Part B (21st Century Community Learning Centers)
- (1h) Title V, Part B (Rural and Low-Income School Program)
- (1i) Subtitle B of title VII of the McKinney Vento Homeless Assistance Act
- (1j) The Individuals with Disabilities Education Act ("IDEA")
- (1k) The Adult Education and Family Literacy Act
- (1l) The Carl D. Perkins Career and Technical Education Act of 2006 ("the Perkins Act")
- (2) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.
- (3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. See help text for example.
- (4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- (5) Developing and implementing procedures and systems to improve the preparedness

and response efforts of local educational agencies. See help text for example.

- (6) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases. (For helpful tips on cleaning and sanitizing your LEA, please visit CDC's website, links are provided in the question text above.)  
**\*\*Purchases of Personal Protective Equipment (PPE) are allowable, if not already purchased using ESSER.\*\***
- (7) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- (8) Planning for and coordinating during long-term closures, including how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- (9) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- (10) Providing mental health services and supports.
- (11) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- (12) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.
- (12a) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
- (12b) Implementing evidence-based activities to meet the comprehensive needs of students.
- (12c) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
- (12d) Tracking student attendance and improving student engagement in distance education.
- (13) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- (14) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(15) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Based on your selections above, please complete the table by identifying categories of usage, and providing a description of how your LEA will utilize the funds. The description has a maximum of 1000 characters.

\*For consortium applications, please include a line for each applicable LEA/Usage combination

LEA Name	Allowable Usage of Funds	Description (1000 max characters)
Shamokin Area School District	(14) Projects to improve the indoor air quality in school facilities...	upgrade/replace HVAC system: Area A & B Air Handling Unit Replacements & Chilled Water Plant and Area D & E Air Handling Unit Replacements
		<p>The district will continue to perform data analysis to assist teachers in identifying the areas of the learning gaps for our students. This will be an on-going process not only in the upcoming school year but in future school years. To support our long term goals, The district plans to offer a variety of programs : summer school, quarterly after school academies, after school tutoring, on - line tutoring, credit recovery options, starting in may 20-21 through out the summer months 2024. The LEA developed a loss of learning plan at each building to address the learning gap resulting from the data. The district will be using Acadience, iready , K-12 benchmarks fall, winter and spring. Curriculum based assessments and CDT's to progress monitor individual students to provide differentiation of instruction to</p>

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LEA Name	Allowable Usage of Funds	Description (1000 max characters)
Shamokin Area School District	(4) Activities to address the unique needs of low-income children...	<p>those students in need. The teachers will allow students to take computers home to work on activities that students will need to close the gap as well. 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 to progress monitor and close the learning gap. Each school will focus in the areas of Math and ELA. Increase instructional time of students to decrease/close the gap due to learning loss. The Primary focus will be in the core subject areas of Mathematics and English Language Arts. Additional learning supports will be purchased in the form of computer software and license to assist with instructional and SEL.</p>
Shamokin Area School District	(7) Purchasing supplies to sanitize and clean...	<p>The district purchased PPE supplies such as mask, gloves and gowns. Additional cleaning supplies are also being purchased.</p>
		<p>The district will continue to perform data analysis to assist teachers in identifying the areas of the learning gaps for</p>



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LEA Name	Allowable Usage of Funds	Description (1000 max characters)
Shamokin Area School District	(12) Addressing learning loss among students...	<p>our students. This will be an on-going process not only in the upcoming school year but in future school years. To support our long term goals, the district plans to offer a variety of programs : summer school, quarterly after school academies, after school tutoring, on - line tutoring, credit recovery options, starting in may 20-21 through out the summer months 2024. The LEA developed a loss of learning plan at each building to address the learning gap resulting from the data. The district will be using Acadience, iready , K-12 benchmarks fall, winter and spring. Curriculum based assessments and CDT's to progress monitor individual students to provide differentiation of instruction to those students in need. The teachers will allow students to take computers home to work on activities that students will need to close the gap as well. 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 to progress monitor and close the learning gap. Each school will focus in the areas of Math and</p>

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LEA Name	Allowable Usage of Funds	Description (1000 max characters)
		<p>ELA. Increase instructional time of students to decrease/close the gap due to learning loss. The Primary focus will be in the core subject areas of Mathematics and English Language Arts. Additional learning supports will be purchased in the form of computer software and license to assist with instructional and SEL.</p>
Shamokin Area School District	<p>-(12c) Providing information and assistance to parents and families...</p>	<p>through the use of the social emotional curriculum called 7 mindset, we will share links to parents and families for resources</p>
Shamokin Area School District	<p>-(12a) Administering and using high-quality assessments....</p>	<p>District will purchase licenses to assist with assessing students to provide teachers with data to drive instruction, differentiate instruction, identify students with needs for additional instruction such as afterschool tutoring and summer camps.</p>
Shamokin Area School District	<p>(8) Planning for and coordinating during long-term closures...</p>	<p>To assist with providing technology to our students (one to one computers), we will hire a summer tech assistant to assist with collecting/cleaning/set up student computers for upcoming school years.</p>
Shamokin Area School District	<p>(9) Purchasing educational technology...</p>	<p>Funds will be used to purchase computers such as macbook air and chromebooks for staff and students to maintain a one to one ratio. This will assist students and staff with the ability to engage in virtual</p>

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<b>LEA Name</b>	<b>Allowable Usage of Funds</b>	<b>Description (1000 max characters)</b>
		learning. In addition, funds will be used for hot spots/internet access for those in need.

**Section: Narratives - ESSER II Fund Assurances**

**ESSER II FUND ASSURANCES**

LEAs that receive more than \$150,000 in CRRSA Act funds will complete quarterly FFATA reports, including the following data: (LEAs receiving less than \$150,000 please select 'NO')

- The total amount of funds received, the amount spent or obligated for each project or activity,
- A detailed list of all projects or activities supported with CRRSA Act funds including:
  - Name
  - Description
  - Estimated number of jobs created or retained (where applicable)
- Detailed information on subcontracts and subgrantees, including FFATA data elements, as prescribed by OMB.

Yes

LEA will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with section 315 of Division M of the CRRSA Act. In addition, each entity that accepts funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. CRRSA Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

Yes

The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

**Records pertaining to the ESSER II Funds, including financial records related to use of grant funds, will be retained separately from those records related to the LEA's use of ESSER Funds.**

Yes

LEA maintains inventory records, purchase orders and receipts for equipment (over \$5,000) purchased, Computing Devices, 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.

Yes

The LEA will comply with all reporting requirements, including those in Section 15011 of the CARES Act

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and section 313(f) of the Division M of the CRRSA Act and submit required quarterly reports to the SEA at such time and in such manner and containing such information as the SEA may subsequently require.

The report must provide a detailed accounting of the use of funds, including how the LEA is using funds to measure and address learning loss among students disproportionately affected by coronavirus and school closures, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. The SEA may require additional reporting in the future. (See also 2 CFR 200.328-200.329).

Yes

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).

Yes

To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take 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 program.

Yes

## **Section: Narratives - ESSER II Reporting**

### **USES OF FUNDS**

LEAs may be required to track the following expenses if they were selected in the Usage of Funds section.

- Purchasing educational technology (including hardware, software, and connectivity), which may include assistive technology or adaptive equipment
- Activities focused specifically to addressing the unique needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth
- Providing mental health supports and services
- Sanitization and minimizing the spread of infectious diseases, including cleaning supplies and staff training to address sanitization and minimizing the spread of infectious diseases
- Summer learning and supplemental afterschool programs
- Other (uses of funds not included above)

I understand that I may have to report on the requirements listed above.

Yes

### **HOME INTERNET ACCESS**

LEAs may be required to report on the types of services provided if funds were spent on home internet access (purchasing educational technology which includes connectivity) for students. Types of services may include any or all of the following:

- Mobile hotspots with paid data plans
- Internet connected devices with paid data plans
- District pays for the cost of home Internet subscription for student
- District provides home Internet access through a district-managed wireless network

I understand that I may have to report on the requirements listed above.

Yes

### **LEARNING DEVICES**

LEAs may be required to report on the number of students that received devices per grade span (elementary vs. secondary) and the proportion based on total enrollment if funds were spent on learning devices for students.

I understand that I may have to report on the requirements listed above.

Yes

## **STUDENT PARTICIPATION AND ENGAGEMENT**

LEAs may be required to report on all methods used to document student participation and engagement during remote learning if funds were used to develop, initiate and/or implement remote learning. Methods may include any or all of the following:

- Submission of assignments
- Participation in assessments
- Tracking student logins to online learning platforms
- Participation in individual coaching or check ins
- Participation in email, text or other electronic communication
- Participation in help lines or hot lines for help with remote learning
- Participation in synchronous online classes
- Other

I understand that I may have to report on the requirements listed above.

Yes

## **FULL TIME EQUIVALENT POSTIONS (FTE)**

LEAs may be required to report the number of full-time equivalent (FTE) positions employed in the LEA. *(The number of FTE positions includes all staff regardless of whether the position is funded by Federal, State, local, or other funds—and equals the sum of the number of full-time positions plus the full-time equivalent of the number of part-time positions.)*

I understand that I may have to report on the requirements listed above.

Yes

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$3,066,222.00

**Allocation**

\$3,066,222.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$5,000.00	classroom: masks, gloves, and wipes also if masks needed for bus rides
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$37,700.00	purchase edgenuity etoole licenses for virtual academy
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,400.00	additional resource for learning loss: Rewards voyager licenses
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$22,000.00	social emotional curriculum (7 mindsets) licenses
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,000.00	spec ed classes: purchase additional masks, wipes, gloves for PPE use
		<b>\$67,100.00</b>	



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**Section: Budget - Support and Non-Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$3,066,222.00

**Allocation**

\$3,066,222.00

**Budget Over(Under) Allocation**

\$0.00

**SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES**

Function	Object	Amount	Description
2400 - Health Support Services	600 - Supplies	\$2,500.00	PPE items such as masks, gowns, gloves, and wipes for school nurse offices
2600 - Operation and Maintenance	600 - Supplies	\$4,614.00	PPE gloves, masks, cleaners for buildings and grounds department
2200 - Staff Support Services	100 - Salaries	\$1,890.00	salary for tech assistanst in summer for an additional 180 hours to collect/clean/set up computers for next school year for students
2200 - Staff Support Services	200 - Benefits	\$820.00	payroll benefits for tech assistanst in summer for an additional 180 hours to collect/clean/set up computers for next school year for students

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Function	Object	Amount	Description
2800 - Central Support Services	400 - Purchased Property Services	\$10,000.00	hot spots and internet service for students and staff as needed
2800 - Central Support Services	600 - Supplies	\$6,000.00	purchase google premium to assist with usage of google classroom for virtual learning
2800 - Central Support Services	600 - Supplies	\$30,000.00	purchase computers such as macbook air to assist staff with providing virtual learning and learning with technology
2800 - Central Support Services	600 - Supplies	\$180,000.00	purchase chromebooks for students to have a one to one ratio; these can be taken home as needed; virtual learning
2800 - Central Support Services	600 - Supplies	\$600.00	purchase livestream licenses to assist with live streaming of lessons, meetings, and other options as needed for going virtual
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$7,400.00	additional 400 hours over grant period to assist with psychologist completing evaluations, etc... services to students.
			additional 400 hours

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Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$3,185.00	over grant period to assist with psychologist completing evaluations, etc... services to students.
2200 - Staff Support Services	100 - Salaries	\$2,960.00	additional 160 hours over grant period to assist transition/homeless coordinator to provide services to students
2200 - Staff Support Services	200 - Benefits	\$1,274.00	additional 160 hours over grant period to assist transition/homeless coordinator to provide services to students
2600 - Operation and Maintenance	700 - Property	\$2,027,596.00	Area A & B Air Handling Unit Replacements & Chilled Water Plant
2600 - Operation and Maintenance	700 - Property	\$720,283.00	Area D & E Air Handling Unit Replacements
		<b>\$2,999,122.00</b>	

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**Section: Budget - Budget Summary**

Display a read-only table showing total budget and allocation amounts.

**Budget**

\$3,066,222.00

**Allocation**

\$3,066,222.00

**Budget Over(Under) Allocation**

\$0.00

**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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$66,100.00	\$0.00	\$66,100.00
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								

**Project #: FA-200-21-0380**  
**Agency: Shamokin Area SD**  
**AUN: 116496503**  
**Grant Content Report**  
**Elementary And Secondary School Emergency Relief Fund (ESSER FUND)**

	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
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	\$7,400.00	\$3,185.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,585.00
2200 Staff Support Services	\$4,850.00	\$2,094.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,944.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,614.00	\$2,747,879.00	\$2,752,493.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$216,600.00	\$0.00	\$226,600.00
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

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**Elementary And Secondary School Emergency Relief Fund (ESSER FUND)**

	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
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
	\$12,250.00	\$5,279.00	\$0.00	\$10,000.00	\$0.00	\$290,814.00	\$2,747,879.00	\$3,066,222.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$3,066,222.00