

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)**Section: Narratives - Program Description****INTRODUCTION**

Under the Elementary and Secondary School Emergency Relief Fund (ESSER Fund), the Pennsylvania Department of Education (PDE) awards grants to local educational agencies (LEAs), 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. LEAs must provide equitable services to students and teachers in nonpublic schools as required under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act).

Please note: ESSER funds, under any part of 18003, **cannot** be used for: 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the SEA or LEAs or 2) expenditures related to state or local teacher or faculty unions or associations. CARES Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

***ESSER 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. Throughout the recent school closure and implementation of our continuity of education plan, a primary need was uniformity of a platform to provide the continuation of education. In the last month, 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 not having the technology at home or connectivity access to participate as an online learner. With this data the district feels the need to purchase Technology hardware will assist with meeting this highest need. Another need is the transitioning of staff to a hybrid learning style. Our staff have increased their technology skills these past months but we still have needs for areas of growth in transitioning to a hybrid learning approach. The district will purchase computers, document readers, hot spots, licensing, content filter to narrow the gap with use of on line platform for continuous education. This grant will provide equitable provision of technology and devices for all K-12 students in our district. During the school closure, the district provided planned instruction with hard copy packets to families who did not have on -line access or a device. This grant will assist the district in implementing on-line learning to all students using a hybrid learning approach. The district recognizes that a family may not be comfortable with technology and will continue to provide resources including paper packets, utilizing personal devices and assisting families that need technology assistance. In addition, the district is seeking approval from PDE for Flexible Instructional days to ensure education is continued given an unforeseen circumstance. Due to the district furloughs and curtailment of programs for 2020-21 budget year, 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

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will eliminate/ reduce cross contamination and prevent spread of illness. PPE will also be purchased along with thermometers to assist with protection and identification of symptoms.

Please explain the LEA's proposed timeline for providing services and assistance to students and staff in both public and nonpublic schools. (3000 characters max)

July – Upon approval of grant begin purchasing technology and supplies outlined in grant. (public and Non-public)
 July 1 - nurse assistant position will be maintained for the 2020-21 school year
 July/August – Upon receipt of technology, prepare items for dissemination to students/staff. (public and non-public)
 June/July/August – meet with administration, staff, and school board members to discuss and plan for opening of schools
 Start of school year – School has PPE readily available for students and staff. (masks, gloves, sanitizers, soap dispensers, etc. . .)
 Start of the school year- During the first two weeks of school, all students will have access to a device for planned instruction. Identify families that are in need of connectivity devices.
 Start of school year-Train all staff in district on the spreading of covid and sanitation of minimizing the spread of infectious disease using the safe school platform
 June/Summer/Start of School – offer trainings of platforms to be used by staff for hybrid learning model (example: Google Classroom)

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

The district will use the funds to increase access for all students by going 1:1 computers by purchasing technology. The district will purchase computer devices and hot spots to implement google classroom platform for planned instruction using a hybrid learning approach. Our two highest needs categories of special education subgroup and economically disadvantaged subgroup will have 100% access to devices and connectivity. In turn, providing the technology and connectivity to these populations will increase access to remote learning. If any student or family is not comfortable with accessing technology at home, instructional learning packets will be provided upon request to provide equitable services. However, the district will work with these families to provide assistance in transitioning. To address concerns of transitioning to remote learning from home, our staff will focus on hybrid learning in the classrooms. The district will purchase online learning platform licenses to assist with those students that may fall into a tier 3. Tier 1 will be our classroom teachers utilizing google classroom. Tier 2 will be using edgenuity/odyssey along with google classroom. Tier 3 will be assigning courses through Educere when needed. Remote learning will be promoted through these tiered options.

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 will meet with each grade level and content area in May/June to design a plan to address the learning gap resulting from the disruption. Each grade level and content area will submit a plan to the district. In addition, the district will be using iready K-8 benchmarks fall, winter and spring 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.

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

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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.

Our district will use data from Fall benchmark assessments in the content areas of Mathematics and Language Arts to determine areas of learning loss. Using this data, planned Instruction will focus on the areas of need of the students as staff prepares instruction for new content areas. The development of our local continuity of education plan had phases. Phase I focused on planned instruction that was review and enrichment. Phase II: Planned Instruction: staff will provide formal teaching and learning, similar to what occurs in a classroom setting. Lessons will be formal and address new standards. Teachers will advance through their curriculum via live/recorded lessons. Students will be evaluated on the work they complete on a “Pass/Fail” basis. Lessons during this Phase II will include Instruction, Independent Practice, Closure, and Feedback on Assignments. Teachers will be delivering daily videos to introduce the lesson and/or expectations for the day. These videos may include a video of the teacher teaching the skill, Power Point presentations, and/or other visuals. Teachers will also be conducting Office Hours on Monday-Wednesday-Friday from 1:00 – 3:00 pm. During this time, they will be available through Google Meet for virtual meetings with students, to respond to questions from students/parents, and answer anything else that needs an immediate response. Special education timelines will be monitored and to the greatest extent possible, teachers/staff will conduct required meetings (virtually/phone). All staff will continue to have regular communication with their supervisors. In addition if PDE approves our FID plan that will be implemented. In addition, our planned instruction to be implemented in case of a future closing so that continued education will flow. The district staff will continue to implement our Social emotional videos, guidance counselors and social workers will be available to support these vulnerable families during office hours. Also the teachers will be requires to call all students once a week and document in our SIS to support our all our families. We are also in contact with local outreach community programs that will assist our vulnerable families whether it is the need of food or financial support. An examples is our CSO organization, back pack program and local churches.

Please describe the LEA core set of strategies that will be used to guide local investment of CARES funding, associated with short-range (*i.e.*, remainder of the 2019-20 school year) and long-range (2020-21 and 2021-22 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, one-time CARES funding may support these initiatives and how CARES funding might interact with other federal funding, including enhanced Title IV flexibility, to ensure strategic and sustainable use of one-time 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 learned through the teachers, that some families have weaknesses in technology skills to assist their children in using the school devices provided. Our teachers assisted these particular families with support. Majority of these families preferred the instructional packet. In moving into the 20-12 school year, we believe

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providing the students with their own devices to be used in the class and at home will assist in decreasing the learning gap for students because the classroom will be a blended classroom using technology. The purchase of technology will allow us to be 1:1 for students. However, if we do not invest in these devices and become 1:1 our students will have a wider learning gap in the future if school closure occurs. Our concern is the care of the devices. Will the devices come back to school they way they were given? will the district have many repairs that will increase the cost of our budget line? Will we be able to sustain 1:1 devices for our students in the future without any financial assistance yearly? There are many costs associated with going to a 1:1 concept. Another cost is providing connectivity to our families. Our district has a high economic disadvantage population. The computer may have a life of 3-4 years, but the connectivity cost is annual per student. Another concern was how will we provide remote learning. What platforms will we use? After discussions between administration, teachers, survey results from families, and board members, there was a need to look at its delivery. Google Classroom with the classroom teacher will be a tier 1 approach. Tier 2 will be adding edgenuity/odyssey lessons. Tier 3 will be using courses on the Educere platform. Having these three tiers will assist with promoting remote learning. Will the district be able to sustain these costs for these options in future years?

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 met with grade level spans to discuss the gap and the approach their team will be taking in the fall if school starts. Each grade level teams and content departments will be submitting a closing the gap plan to the curriculum coordinator which will entail essentials skills that were not taught during the Covid period by direct instruction. These essentials skills will be taught the first month of school using direct instruction by the next grade level teachers or if the content has a spiral approach. The district will also use I- ready benchmarks and CDT assessment to guide instruction based on student needs. The district will also analyze results 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 do test 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.

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)**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 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.**
- (a) Title I, Part A (Improving Basic Programs Operated by LEAs; Section 1003 school improvement)**
- (b) Title I, Part C (Education of Migratory Children)**
- (c) Title I, Part D (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)**
- (d) Title II, Part A (Supporting Effective Instruction)**
- (e) Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement)**
- (f) Title IV, Part A (Student Support and Academic Enrichment Grants)**
- (g) Title IV, Part B (21st Century Community Learning Centers)**
- (h) Title V, Part B (Rural and Low-Income School Program)**
- (i) Subtitle B of title VII of the McKinney Vento Homeless Assistance Act**
- (j) The Individuals with Disabilities Education Act ("IDEA")**
- (k) The Adult Education and Family Literacy Act**
- (l) 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**

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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.****

- (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 Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- (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) 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. If your selections include option (1) "Any activity authorized by the ESEA of 1965", please include each selected sub-program in your description. (For the description there is a maximum of 1000 characters.)

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

LEA Name	Allowable Usage of Funds	Option (1) Subpart	Description (1000 max characters)
Shamokin Area School District	(9) Purchasing educational technology...	N/A	purchase chromebooks, connectiivty devices, filter, dicument readers, and site licenses to facilitate hybrid learning, blended classroom and at home learning
			To maintain existing nurse aide to assist with health and wellness of our students, pandemic response plan, increase student staff ratio for

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LEA Name	Allowable Usage of Funds	Option (1) Subpart	Description (1000 max characters)
Shamokin Area School District	(12) Other activities that are necessary...	N/A	response time and reduce absentee rate. To provide additional PPE supplies such as masks and gloves. In addition to thermal scan thermometers and other thermometers and caps.
Shamokin Area School District	(7) Purchasing supplies to sanitize and clean...	N/A	Purchase supplies for sanitizing and cleaning of facility. In addition, sanitizers, wipes, disinfectant sprays, bleach, and soap.

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Section: Narratives - ESSER Fund Assurances

ESSER FUND ASSURANCES

LEAs receiving ESSER funds will provide equitable services to students and teachers in nonpublic schools as required under 18005 of Division B of the CARES Act.

Yes

LEAs that receive more than \$150,000 in CARES Act funds will complete quarterly 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 CARES 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 18006 of Division B of the CARES 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. CARES 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.

Yes

LEA maintains inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999) and will conduct a physical inventory every two years.

Yes

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The LEA will comply with all reporting requirements, including those in Section 15011(b)(2) of Division B of the CARES Act, and submit required quarterly reports to the Secretary at such time and in such manner and containing such information as the Secretary may subsequently require. (See also 2 CFR 200.327-200.329). The Secretary may require additional reporting in the future, which may include: the methodology LEAs will use to provide services or assistance to students and staff in both public and nonpublic schools, the uses of funds by the LEAs or other entities and demonstration of their compliance with Section 18003(d), such as any use of funds addressing the digital divide, including securing access to home-based connectivity and remote-use devices, related issues in supporting remote learning for all students, including disadvantaged populations.

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

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Section: Non Public Organizations - Nonpublic Equitable Services

NONPUBLIC EQUITABLE SERVICES

An LEA receiving ESSER funds will provide equitable services to students and teachers in nonpublic schools as determined through timely and meaningful consultation with representatives of nonpublic schools.

- Section 18005 of the CARES Act requires school districts that receive Elementary and Secondary School Emergency Relief Funds (ESSERF) provide equitable services in the same manner as provided under Section 1117 of ESEA, which means in the same manner as equitable services are provided in Title I, Part A.
- The equitable services provided to nonpublic school students and teachers should be determined in consultation with nonpublic school representatives. School districts may provide services directly or may contract with a public or private entity after following the appropriate procurement procedures to deliver the services.



CHECK HERE - if your LEA does NOT provide equitable services to nonpublic students and teachers as described in CARES Act Program.

The LEA will ensure that a public agency will maintain control of funds for the services and assistance provided to a nonpublic school under the ESSER Fund.

Yes

The LEA will maintain control of materials, equipment, and property purchased with ESSER funds.

Yes

The LEA will ensure that services to a nonpublic school with ESSER funds will be provided by a public agency directly, or through contract with, another public or private entity.

Yes

NONPUBLIC EQUITABLE SHARE CALCULATION

The nonpublic equitable share should be calculated and based on the 2019-20 low income students of nonpublic schools that participated in 2019-20 Title I, Part A programming. Additionally, school districts that have low income students participating in nonpublic schools that previously **declined** Title I, Part A services during the 2019-20 school year, must **consult** with these nonpublic schools to determine ESSER participation.

PREVIOUSLY DECLINED NONPUBLIC ORGANIZATIONS

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If your LEA is providing services to a Nonpublic Organization that is choosing to participate in the CARES Act ESSER Funds Program, but did NOT participate in the 2019-20 Title IA program, **PLEASE CONTACT** your Regional Coordinator. Regional Coordinators will provide an adjusted Nonpublic Equitable Share value based on the inclusion of these previously non-participating populations.

***If your LEA does not have nonpublics that previously declined services, proceed to the table located under PREVIOUSLY PARTICIPATING NONPUBLIC ORGANIZATIONS.**



CHECK HERE - If your LEA serves a nonpublic organization that DECLINED Title IA services in the 2019 program year, and will be PURSUING services under ESSERF. If checked, please enter the values below.

Enter the **Adjusted Nonpublic Equitable Share** provided through Regional Coordinator consultation.

0.00

Enter the adjusted **Nonpublic Per Pupil Amount** provided through Regional Coordinator consultation. This value will be used in the Nonpublic Organizations section to calculate Nonpublic Organization Shares.

0.00

PREVIOUSLY PARTICIPATING NONPUBLIC ORGANIZATIONS

Please enter your LEA Name in the table below. Then enter your LEA's "ESSER Fund Allocation" and "ESSER Nonpublic Equitable Share" values ([Found Here - ESSER Spreadsheet](#)), followed by entry of the LEA Total Nonpublic Administration Costs, and the Total Number of Low-Income Students enrolled in all nonpublic schools who wish to participate in the ESSER CARES Act programs. The Nonpublic Per Pupil Amount will calculate when you click Save, and that value will be needed in the Nonpublic Organizations section.

The ability to add multiple lines is provided for Consortium leads to include a line for each Consortium member.

LEA Name	ESSER Fund Allocation	ESSER Nonpublic Equitable Share	Nonpublic Administration Costs	Total Low-Income Nonpublic Students	Nonpublic Per Pupil Amount
Shamokin Area School District	684,008	27,613	0	26	1,062.04

ESSER FUNDS AFFIRMATION OF CONSULTATION FORM

Project #: FA-200-20-0380

Agency: Shamokin Area SD

AUN: 116496503

Grant Content Report

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Please upload your ESSERF Affirmation of Consultation signed electronically* by the LEA and Nonpublic Officials.

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Nonpublic Institutions

Agency: Shamokin Area SD

Nonpublic Institution: Meadowview Christian Academy

Allocation Amount: 0.00

Section: Non Public Organizations - Nonpublic Organizations

NONPUBLIC ORGANIZATIONS - EQUITABLE SHARE

Calculate the Nonpublic Equitable Share due to this nonpublic organization.

- Enter the Nonpublic Per Pupil amount from the Nonpublic Equitable Share section*
- Enter Nonpublic students enrolled in this organization from the LEA
- Click Save - Nonpublic Organization Equitable Share is calculated automatically

	Nonpublic Per Pupil Amount	Nonpublic Students in this Building	Nonpublic Organization Equitable Share
Calculation	1,062.04	6	6,372.24

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Nonpublic Institutions

Agency: Shamokin Area SD

Nonpublic Institution: Our Lady of Lourdes Regional School

Allocation Amount: 0.00

Section: Non Public Organizations - Nonpublic Organizations

NONPUBLIC ORGANIZATIONS - EQUITABLE SHARE

Calculate the Nonpublic Equitable Share due to this nonpublic organization.

- Enter the Nonpublic Per Pupil amount from the Nonpublic Equitable Share section*
- Enter Nonpublic students enrolled in this organization from the LEA
- Click Save - Nonpublic Organization Equitable Share is calculated automatically

	Nonpublic Per Pupil Amount	Nonpublic Students in this Building	Nonpublic Organization Equitable Share
Calculation	1,062.04	20	21,240.80

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Section: Budget - Public Instruction Expenditures

BUDGET OVERVIEW

Budget

\$684,008.00

Allocation

\$684,008.00

Budget Over(Under) Allocation

\$0.00

PUBLIC INSTRUCTION EXPENDITURES

Please complete the budget below including Public expenditures ONLY.

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	700 - Property	\$307,500.00	1025 chromebooks PEPPM
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$5,000.00	50 at 100 document readers
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$5,000.00	editable pdf site license
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$48,000.00	go guardian filter for 2400 at \$20 ea
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$95,000.00	connectivity hot spot and monthly fee (at this time looking at tmobile) estimate is based upon tmobile \$75 device and \$20 per month

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$3,000.00	postage to send home instructional packets
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$100,000.00	educere licenses for courses for remote learning
		\$563,500.00	

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Section: Budget - Nonpublic Instruction Expenditures

BUDGET OVERVIEW

Budget

\$684,008.00

Allocation

\$684,008.00

Budget Over(Under) Allocation

\$0.00

NONPUBLIC INSTRUCTION EXPENDITURES

Please complete the budget below including Nonpublic Equitable Service expenditures ONLY.

Function	Object	Amount	Description
1500 - * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	600 - Supplies	\$6,237.28	Meadowview: use PEPPM and purchase 28 chromebooks
1500 - * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	600 - Supplies	\$134.96	Meadowview: purchase thermometers and masks
1500 - * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	600 - Supplies	\$13,500.00	Lourdes: purchase 45 chromembooks
1500 - * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	700 - Property	\$3,000.00	Lourdes computer cart
1500 - * NONPUBLIC			

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Function	Object	Amount	Description
SCHOOL PROGRAMS (For IU and school district use only)	600 - Supplies	\$1,710.00	Lourdes: purchase masks
1500 - * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	600 - Supplies	\$1,189.70	Lourdes: masks, infrared thermometer, hand sanitizer (quote from Office depot)
1500 - * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	600 - Supplies	\$970.50	Lourdes: sani bracker floor stand, sani cloth plus wipes, gloves (quote from school nurse supply)
1500 - * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	600 - Supplies	\$870.56	cleaning and sanitizing supplies for Lourdes
		\$27,613.00	

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Section: Budget - Public Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$684,008.00

Allocation

\$684,008.00

Budget Over(Under) Allocation

\$0.00

PUBLIC SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES

Please complete the budget below including Public expenditures ONLY.

Function	Object	Amount	Description
2600 - Operation and Maintenance	600 - Supplies	\$14,183.71	Cleaning supplies for covid 19
2400 - Health Support Services	100 - Salaries	\$34,079.69	maintain nurse aide
2400 - Health Support Services	200 - Benefits	\$35,931.60	maintain nurse aide: retirement, soc sec, unemp, wcomp, healthcare, dental, vision, and life insurance benefits
2400 - Health Support Services	600 - Supplies	\$1,400.00	thermometers, masks, sanitizer, gemicide, wipes, other medical supplies
2800 - Central Support Services	500 - Other Purchased Services	\$4,000.00	screencastify license to assist with recording of lessons for hybrid learning
2800 - Central Support Services	600 - Supplies	\$2,800.00	go box for chromebooks - two

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Function	Object	Amount	Description
2400 - Health Support Services	600 - Supplies	\$500.00	thermal thermometers (10) to be used to assist with athletics and student activities
		\$92,895.00	

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Section: Budget - Nonpublic Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$684,008.00

Allocation

\$684,008.00

Budget Over(Under) Allocation

\$0.00

NONPUBLIC SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES

Please complete the budget below including Nonpublic Equitable Services expenditures ONLY.

Function	Object	Amount	Description
		\$	
		\$0.00	

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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	\$0.00	\$0.00	\$153,000.00	\$0.00	\$98,000.00	\$5,000.00	\$307,500.00	\$563,500.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 Vocational 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
1500 * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$24,613.00	\$3,000.00	\$27,613.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$34,079.69	\$35,931.60	\$0.00	\$0.00	\$0.00	\$1,900.00	\$0.00	\$71,911.29
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	\$14,183.71	\$0.00	\$14,183.71
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	\$0.00	\$4,000.00	\$2,800.00	\$0.00	\$6,800.00
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
	\$34,079.69	\$35,931.60	\$153,000.00	\$0.00	\$102,000.00	\$48,496.71	\$310,500.00	\$684,008.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$684,008.00

Project #: FA-200-20-0380

Agency: Shamokin Area SD

AUN: 116496503

Grant Content Report

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)