

**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 district will use the results from parent and staff surveys to determine how to spend the CARES Act funds.

**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)

Using the results from the parent and staff surveys', the district will purchase the needed instructional and non-instructional equipment and materials to open the schools in the Fall.

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

The district will purchase enough iPads so each K-12 student will have one. This will give the district instructional flexibility in the event the schools are closed due to the virus. Software will also be purchased to enable single site platforms in math and reading to be used across the district.

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

The district will use online assessments in math and reading to determine student learning gaps. Instructional plans will be developed and implemented to close the learning gaps.

**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.

The district has developed the "Rapid Response" Team - Learning Loss and Learning Forward" Team. This team is comprised of administrators, interventionists, MTSS coordinators and classroom teachers. The committee meets on a regular basis to address learning lost due to the spring shut-down and created plans to address those losses when school resumes. The committee has created plans for assuring continuity of education in the event of emergency response efforts that may occur during the 2020-21 school year. The committee has created a plan for identifying vulnerable students and families in addition to plans for supporting these students and families throughout the 2020-21 school year.

Documenting learning loss associated with extended school closure: The team began its work by coordinating with teachers at all grade levels in all subjects to outline exactly which PA state standards were addressed before the shutdown as well as after the shutdown in March 2020. The team identified PA standards that were not addressed at all during the 2019-20 school year due to the shutdown. This information was documented on pdf forms that were shared with the Curriculum Director during regular meetings with staff from the local Intermediate Unit.

Outlining the development of local continuity of education plans over the course of emergency response efforts: Information gathered during the above phase of the "Learning Loss and Learning Forward" Team's work was shared with all teachers in all subject areas. The team worked with all teachers to determine how to re-visit areas taught during the shut-down. The team also worked with teachers to develop plans to address standards that were not taught at all during the shut-down. Additionally, the team looked at curriculum in all subject areas to determine whether there was any content that was not critical for student progress and continuity of learning. These non-essential areas were eliminated from instructional plans for the 2020-21 school year.

Detailing supports for vulnerable student populations and families: Select populations of students in grades 1-6 will be given the MAP assessment in the summer months to identify any major learning gaps for students caused by the shut-down. Scores for these students will be compared to prior-year scores for students who took the Spring 2019 administration of the MAP assessment to help identify any major learning gaps. Additionally, students in grades 1-8 will be given the MAP assessment in the early days of their return to school in the 2020-21 school year. These assessment scores will be analyzed by each buildings' MTSS teams to determine which students are most vulnerable to long-term learning impacts caused by the shut-down. The vulnerable students will be identified. In conjunction with families, plans for intervention will be created and carried out throughout the 2020-21 school year.

**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.

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A significant financial investment will need to be made to ensure everyone in the school community has appropriate PPE and that guidelines for social distancing are followed throughout the 2020-21 school year and beyond. With regard to CARES funding to support academics, The "Learning Loss and Learning Forward" Team mentioned above used several methods to evaluate the effectiveness of remote learning experiences and plan for the 2020-21 school year. Those methods include parent and student surveys, teacher surveys, student grades, assignments and classroom assessment scores. As mentioned in the previous section, MAP assessments will be given to select students in the summer and all students in grades 1-8 soon after the return to school in the fall. The information gathered using methods described above highlighted a need for funding in two major areas "Teacher Professional Development" and "Student Interventions". With regard to Professional Development, a significant investment will need to be made to help teachers understand and follow guidelines with regard to Health and Safety (social distancing, use of PPE, student screening, proper hand washing, etc.). Additionally, there are several instructional strategies and techniques that teachers need Professional Development for, as indicated in surveys, assessments, etc. Teachers need time and training for more effectively making use of online tools, such as Class Dojo, Schoology and Microsoft Teams. Teachers need time and training for being able to look at and make adjustments to curriculum in light of learning gaps. Teachers need time and training in identifying students for and delivering interventions to vulnerable students. With regard to "Students Interventions", there are resources the district will need to purchase to provide appropriate and targeted intervention to vulnerable students. These one-time spending measures will benefit students long after the 2020-21 school year.

**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)**

The district will use universal screenings to determine what students will qualify for the MTSS intervention program. The benchmark score for qualifying for interventions will be the bottom 20% of students. Interventionists in concert with classroom teachers will identify specific learning goals and specific interventions for these students will work on. Intervention groups will consist of 4-6 students and run four days per week for 30 minutes. Progress will be monitored bi-weekly and graphed to monitor growth. Overall growth will be checked every 3 data points to determine if the student is making adequate progress. If adequate progress is not being made, interventions will be reviewed to determine if a new one should be selected. Then after 6 weeks, progress will be monitored again to determine if adequate progress was made. If so, the student will exit back into the tier 1 supports. If the student does not make adequate progress, he or she will begin receiving tier 3 interventions. Students in tier 3 will work in groups of 2-3 and receive more specific skill based interventions. Interventions will take place four days a week with progress monitoring taking place weekly. Progress monitoring meetings will take place after 3 data collection intervals. If a student does not make progress, interventions will be reviewed and/or changed. If the student makes adequate progress, he or she will move back to tier 2 interventions. Progress will be closely monitored by the MTSS coordinator and team.

**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)
General McLane	(9) Purchasing educational technology...	N/A	Purchase iPads for grades K-2.
General McLane	(9) Purchasing educational technology...	N/A	Purchase literacy and math materials and software to address the learning loss of students.
			Implementation of several Rapid Prepared Teams to develop and

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LEA Name	Allowable Usage of Funds	Option (1) Subpart	Description (1000 max characters)
General McLane	(5) Developing and implementing procedures and systems...	N/A	implement plans in - technology, health and environment, learning loss and learning forward, athletics and extra-curriculars, and transition teams.
General McLane	(4) Activities to address the unique needs of low-income children...	N/A	Through various screening and assessment tools, data will be used to determine student learning needs.
General McLane	(6) Training and professional development...	N/A	Staff training in the areas of proper sanitizing techniques to prevent the spread of the virus.

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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
General McLane	269,750	1,842	0	2	921.00

**ESSER FUNDS AFFIRMATION OF CONSULTATION FORM**

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

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Officials.

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**Nonpublic Institutions**

Agency: General McLane SD

Nonpublic Institution: St George 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

	<b>Nonpublic Per Pupil Amount</b>	<b>Nonpublic Students in this Building</b>	<b>Nonpublic Organization Equitable Share</b>
<b>Calculation</b>	2.00	921	1,842.00

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Section: Budget - Public Instruction Expenditures

**BUDGET OVERVIEW**

**Budget**

\$269,750.00

**Allocation**

\$269,750.00

**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	300 - Purchased Professional and Technical Services	\$25,200.00	Training to improve teacher's online teaching skills. Also, student mental health services
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$1,955.00	Cell service for students who do not have internet service at home and cellular iPads for online learning
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$239,013.00	Laptop computers, iPads and ancillary equipment
		<b>\$266,168.00</b>	

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Section: Budget - Nonpublic Instruction Expenditures

**BUDGET OVERVIEW**

**Budget**

\$269,750.00

**Allocation**

\$269,750.00

**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	\$1,842.00	Technology
		<b>\$1,842.00</b>	

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Section: Budget - Public Support and Non-Instructional Expenditures

**BUDGET OVERVIEW**

**Budget**

\$269,750.00

**Allocation**

\$269,750.00

**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	\$1,740.00	Various disinfecting supplies
		<b>\$1,740.00</b>	

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Section: Budget - Nonpublic Support and Non-Instructional Expenditures

**BUDGET OVERVIEW**

**Budget**

\$269,750.00

**Allocation**

\$269,750.00

**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
		\$	Technology purchases
		<b>\$0.00</b>	



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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
<b>1000 Instruction</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$25,200.00	\$0.00	\$1,955.00	\$239,013.00	\$0.00	\$266,168.00
<b>1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1300 Vocational Education</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1400 Other Instructional Programs – Elementary / Secondary</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1500 * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,842.00	\$0.00	\$1,842.00
<b>1600 * ADULT EDUCATION PROGRAMS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1700 Higher Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$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
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$1,740.00	\$0.00	\$1,740.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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
	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$25,200.00</b>	<b>\$0.00</b>	<b>\$1,955.00</b>	<b>\$242,595.00</b>	<b>\$0.00</b>	<b>\$269,750.00</b>
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$269,750.00</b>

**Project #: FA-200-20-0163 1**

**Agency: General McLane SD**

**AUN: 105253903**

**Grant Content Report**

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