

## **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 district has been closely monitoring not only attendance in our building and our online program, but also student progress over the course of the year. We have been concentrating our remediation efforts on students who did little work while online. We are active in using truancy laws to remind our online parents of their responsibilities to have their student login every day. We are also concentrating on students who are failing several subjects whether they were working at home or in the building. We are also checking all of our IEPs to see if special education students are owed any services as a result of the time we were in virtual only mode. We will also be checking progress reports to determine where students are in terms of achieving the goals in their IEPs. We have been in face-to-face instruction since February 8th. This has allowed us to do benchmark testing for all students in the building and also look at achievement data for our online students. This is data we are using to determine the scope and length of our remediation efforts moving forward.

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

We have already made strides in our ability to be flexible enough to operate in virtual, hybrid, or face-to-face mode as the situation dictates. Our original CARES money has been used to good purpose. We will continue our remediation efforts over the summer months of 2021 and 2022 by offering both remedial and original credit summer programs designed specifically for students to recoup credits and instruction that may have been missed for a variety of reasons. We will be offering special recovery programs for our special needs students to ensure they receive all the services they are entitled to. Other than hiring a Social Worker which we feel we will continue to need past the grant, we are being careful to make purchases that can be sustained after the grant money runs out. We anticipate providing service beginning this summer and extending through 2023.

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

We used our initial CARES grant to purchase enough Chromebooks to become a 1:1 school overnight. This quick pivot exposed some weaknesses in our plan and infrastructure. As we became more adept at offering online instruction, teachers pushed the edge of our current technology. We want to allow them to take the next step. We are planning on giving all academic and medical staff, as well as our clerical staff the capability to work virtually if the need arises. We are updating and building out our system capacity to ensure that our teachers have the bandwidth they need to take on any project. We are updating and strengthening our firewall protection for our students and updating our curriculum with new offerings. We are installing diagnostic software to allow for remote technical support. We plan to take this grant and take all of our online technology to the next level.

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

At our elementary school we intend to assess and address learning gaps resulting from the disruption in educational services through our multi-tiered system of support. Students are benchmarked in the fall, winter, and spring to determine individual student needs in both reading and math. The data is then reviewed by our MTSS core team, in cooperation with grade level teams, and intervention groups are created to provide students with data-based instruction at all grade levels. Students' progress is monitored on a weekly or bi-weekly basis, depending upon the identified Intervention tier, and the instructional intervention is adjusted accordingly. In the middle and high schools, principals, counselors, and teachers will analyze student data including benchmark scores from Study Island, the Classroom Diagnostic Tool, and Pearson Literature inventories, as well as summative sources such as PVAAS data, and PSSA and Keystone Exam scores. Each student will be discussed individually in terms of school attendance, course completion, core course achievement, and growth. Where a student has not shown growth over the course of the year, remediation programs will be available in all core courses taught by certified teachers over the summer. Our special education population including our MDS and Life Skills classrooms will be offered a compensatory education program in addition to ESY over the summer as well. Students who were unable to pass a class will be able to either remediate or earn original credit also. Students who score a final grade of 60 or higher qualify for the 45 hour remediation course, which allows a student a passing grade if successfully completed. The original credit class runs for six weeks in June and July. All classes will be taught by certified teachers.

**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.

In addition to procedures outlined in the previous question, we continue to work collaboratively with our teachers, parents, maintenance workers and support staff to identify needs whose fulfillment will make everyone safer. We have learned a great deal over the last year about the virus and the most effective ways to mitigate its spread. One thing all school administrators have learned is that there are times when you lose control of circumstances, and there is no substitute for preparation. Infection rates are beyond our control, but we can continue to monitor local numbers in our zip codes and surrounding areas and act accordingly. We will have to see what the long term effect will be on the local economy and how that will affect our revenue. We understand this grant as an opportunity to make one time purchases that would have been financially impossible before. We are trying to limit our grant use to items that don't carry a legacy expense so they will not impact our budget once the grant is gone. Another thing we will remain very conscious of is our outside cyber-charter enrollment. Our hope is that by upgrading our own cyber offering, we will be more attractive to our population than a private for-profit cyber-charter school. Finally, we will be comparing the progress of our students who stayed virtual to those who opted to return to help gauge the efficacy of our online offering.

**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.

Our initial expenditures will be aimed at updating our ability to function as a school virtually. We are purchasing laptop computers for our teachers' aides, nurses, clerical staff, and teachers who only have a desktop computer. This will allow all teachers and aides to take part in daily instruction and to play meaningful roles in IEP meetings regardless of their physical location. This initiative will also allow us to keep the business of the district moving forward if we are forced to shut down again. We will also be purchasing more plexi-glass shields, cleaning supplies and equipment. One of our largest proposed expenses will be to hire a Social Worker for the next three years. One thing we have learned during the pandemic is that we have mental health needs in our student population. We need someone besides a police officer to interact with our student families in their homes. We are a high poverty area and our family counseling needs are tremendous. We are hoping by engaging the services of a social worker, we can help get some of our more at-risk students back in school and back on track. We have been working with our teachers, parents, and non-instructional staff to identify needs that will improve our online ability. We hope to use the next round of funding to improve our buildings' wireless configurations and our ability to communicate between buildings. When we are done, we hope to have a state-of-the-art technology package that allows us to stream live from classrooms and allows us to move quickly to a virtual mode and presents an attractive alternative to for-profit cyber-charters for students wanting to remain online.

**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)**

We have been able to do diagnostic testing with our students who opted to return to face-to-face learning, and we feel that we have a pretty good feel for where they need to remediate. The issue we have is the students who have remained in virtual learning. We have not been able to do benchmark testing on these students to compare them to their peers who have returned to the building. We will be giving the PSSA and Keystone Exams next week, and that data will help us inform remediation decisions for those students who take the test, but we are expecting most of our online students to opt out of these assessments. When we open in the fall, we will begin by giving the Classroom Diagnostic Test, Study Island Benchmark tests, as well as local assessments to determine baselines. For those students who remain in cyber school, we will require them to complete these benchmark assessments which will allow us to compare the efficacy of our online program to our in person program. Hopefully, these comparisons will allow us to improve both mediums.

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)

## 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 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**

\$857,821.00

**Allocation**

\$857,821.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$186,849.00	Salary for three teachers for on-line learning for one year
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$91,689.00	Benefits for three teachers for on-line learning for one year
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$120,000.00	Salary for one social worker for 2 years
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$65,366.00	Benefits for one social worker for 2 years
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$27,847.00	Lap tops for teacher for remote learning.

**Project #: FA-200-21-0438**  
**Agency: Tussey Mountain SD**  
**AUN: 108058003**  
**Grant Content Report**  
**Elementary And Secondary School Emergency Relief Fund (ESSER FUND)**

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$114,570.00	Chromebooks for students for remote learning
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$13,000.00	Summer Compensatory services salary for teachers
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$38,967.00	Classroom aides and teachers laptops for remote learning
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,136.00	Document readers for math teachers
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,200.00	singing masks and instrument covers
		<b>\$660,624.00</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$857,821.00

**Allocation**

\$857,821.00

**Budget Over(Under) Allocation**

\$0.00

**SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES**

Function	Object	Amount	Description
2800 - Central Support Services	300 - Purchased Professional and Technical Services	\$88,300.00	I.T. support services for one year
2500 - Business Support Services	600 - Supplies	\$24,990.00	laptops for business office and school nurses for remote work
2600 - Operation and Maintenance	500 - Other Purchased Services	\$7,900.00	scrubbing and extraction machines for floor
2600 - Operation and Maintenance	600 - Supplies	\$3,278.00	Plexi-glass partitions for student desks
2800 - Central Support Services	300 - Purchased Professional and Technical Services	\$7,227.00	Management dashboard software
2400 - Health Support Services	700 - Property	\$16,000.00	two vision screening machines including printer

**Project #: FA-200-21-0438**  
**Agency: Tussey Mountain SD**  
**AUN: 108058003**  
**Grant Content Report**  
**Elementary And Secondary School Emergency Relief Fund (ESSER FUND)**

Function	Object	Amount	Description
2800 - Central Support Services	300 - Purchased Professional and Technical Services	\$32,587.00	partial I.T. Support for 2021-22
2800 - Central Support Services	300 - Purchased Professional and Technical Services	\$11,915.00	Content filtering software for student Chromebooks
2600 - Operation and Maintenance	600 - Supplies	\$5,000.00	Cleaning supplies, masks, wipes
		<b>\$197,197.00</b>	

## Section: Budget - Budget Summary

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

### Budget

\$857,821.00

### Allocation

\$857,821.00

### 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	\$319,849.00	\$157,055.00	\$0.00	\$0.00	\$0.00	\$183,720.00	\$0.00	\$660,624.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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-200-21-0438**  
**Agency: Tussey Mountain SD**  
**AUN: 108058003**  
**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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$16,000.00	\$16,000.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$24,990.00	\$0.00	\$24,990.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$7,900.00	\$8,278.00	\$0.00	\$16,178.00
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	\$140,029.00	\$0.00	\$0.00	\$0.00	\$0.00	\$140,029.00
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

**Project #: FA-200-21-0438**  
**Agency: Tussey Mountain SD**  
**AUN: 108058003**  
**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
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
	\$319,849.00	\$157,055.00	\$140,029.00	\$0.00	\$7,900.00	\$216,988.00	\$16,000.00	\$857,821.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
				Final				\$857,821.00