

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 conducted a technology survey at the onset of the COVID-19 pandemic to determine student access to internet and/or appropriate electronic devices at home. The survey indicated that roughly 75% of our students did not have access to allow for planned instruction via online learning. Therefore, students were provided paper enrichment/review materials packets for all students. To prepare student enrichment/review materials for dissemination during the extended school closure, staff reviewed student data, Individualized Education Plans, course plans, and curriculum calendars. This information was used to determine the focus of the enrichment/review materials. All materials were selected to support student mastery of already introduced content, with priority given to foundational concepts necessary for future success in all content areas. Students were asked to complete the materials to the best of their ability. Through regular contact with students and families, staff were able to collect information regarding student ease and difficulty in working through the materials. In addition to this information, student completion of the enrichment review materials packets will be reviewed by staff and used to inform curriculum and instructional planning moving forward. The District will also conduct student, family and staff surveys to evaluate extended closures processes, student strengths, needs, achievement levels and needed supports, to assist in determining our most important educational needs as a result of COVID-19.

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)

The District began assessing and planning necessary services and assistance for students and staff in March, 2019. This included the development of our Continuity of Education Plan, staff direction and professional development, review of student data, material modifications and adaptations for students as needed, materials packet distribution, daily breakfast and lunch distribution to all residents of Sharon City ages 2-18, delivery of weekend food backpacks to students in need, development of a Kindergarten Summer Reading program to support literacy skill acquisition, modification of previously

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planned summer programming, implementation of safety measures for essential staff, including the acquisition of masks and other protective resources, and deep cleaning of all facilities. Since this time, ongoing planning has occurred by the District administration team to collect student materials, allow for the return of student property to families, provide clear communication and direction to families and staff, and begin planning for the start of the 20-21 school year. Throughout June and July, staff will be assessing student needs and developing instructional plans and schedules. Guidance staff will continue to provide mental health resources for families via the District website, and will work with staff in August to develop plans for student support and assistance in this area. The District's Director of Information Technology (IT) and Supervisor of Curriculum, Instruction & Assessment, will develop a plan for deployment of a one to one initiative and online learning program utilizing Google Classroom, and the District will work to acquire Chromebooks, management software and to provide cellular connectivity for students during the months of June and July. All devices will be prepared by the IT department upon receipt. In July and August, teachers will receive additional professional development on providing distance learning opportunities and assistance to students, and will build content aligned to student need and course plans in Google Classroom. Additional professional development in student social emotional supports and trauma informed approaches will be provided to staff in August. Students will receive Chromebooks and cellular connectivity in August for the start of the 20-21 school year.

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

To promote remote learning, the District will utilize the ESSER funds to purchase Chromebooks and maintain cellular connectivity needed to ensure internet connectivity for all students, thus enabling each student to connect to the District's online learning program. This includes monthly access subscription fees. The District conducted a technology survey to assess student access to the internet and appropriate devices at home. Results showed roughly 75% of our students did not have internet and/or device access, thus limiting the ability to provide planned instruction via remote learning. With the necessity of providing planned instruction and additional supports to all students during the 20-21 school year, the District will implement a one to one initiative and provide each student with a Chromebook. However, additional funding is needed to provide internet connectivity for the devices. Through this initiative, each student will be able engage in the District's Google Classrooms. This platform allows for direct instruction, connection to resources, student submission of materials, and staff/student ongoing communication, utilizing calendars, streaming, G suite programming, and voice, chat and video conferencing features. In addition, the District will use funds to purchase an internal management controller to filter, manage, monitor and develop all internal wireless communications to support the use of the devices in house.

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

To assess student learning gaps resulting from the disruption in educational services, staff will begin by reviewing student completed enrichment/review packet materials to identify student needs on content provided during the 19-20 extended school closure. 19-20 student assessment data will be reviewed by grade level and content area data teams to identify student achievement levels and content mastery at the onset of school closure. Curriculum calendars and course scope and sequence will be reviewed and an outline of standards aligned skills that were not introduced or mastered by students will be created per grade level and/or course. All students will be assessed at the beginning, middle and end of each school year using District diagnostic, benchmark or curriculum based assessments to identify

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learning gaps, skill deficits and needs for support. To address student learning gaps resulting from the disruption in educational services, grade level teams will meet to discuss student cohorts and necessary curriculum adjustments for the 20-21 school year. Intervention and supports will be prepared and implemented as needed. Course and daily structure and student schedules will be modified to provide for the appropriate instruction. Ongoing formative and summative assessments will be utilized in instructional decision making and to ensure student mastery of concepts. IEP teams will reconvene to determine present student levels, modify programming as needed and design appropriate support plans moving forward.

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.

19-20 student assessment data will be reviewed by grade level and content area teams to identify student achievement levels and content mastery at the onset of school closure. Curriculum calendars and course scope and sequence will be reviewed and an outline of standards aligned skills that were not introduced or mastered by students will be created per grade level and/or course. To address student learning gaps resulting from the disruption in educational services, grade level teams will meet to discuss student cohorts and necessary curriculum adjustments for 20-21. All students will be assessed at the beginning of the school year using diagnostic, benchmark or curriculum based assessments to identify learning gaps, skill deficits and needs for support. Intervention and supports will be prepared and implemented as needed. Course and daily structure and student schedules will be modified to provide for the appropriate instruction. Ongoing formative and summative assessments will be utilized in instructional decision making and to ensure student mastery of concepts. All student assessment data is collected in the District's On Hands Schools data repository. Several reports can be utilized to track student progress and document learning loss and recovery. The District created and implemented a Continuity of Education Plan during the COVID-19 extended school closure outlining the procedures for providing enrichment/review materials for students and maintaining and monitoring staff support of our students and families. This plan was made available to the community in April 2020. Ongoing administrative reflection and feedback from stakeholders provided information on successes and challenges of implementing the plan. Moving forward, the District Administrative team will review data and make revisions to the plan as needed. This will include planning for the deployment of the one to one initiative and remote learning, procedures to ensure safety of all staff and students should schools reopen in the fall, and assessing and addressing student needs both academically and emotionally as a result of the pandemic, all in an effort to prepare planned instruction and promote student learning and achievement. Through the various modes of aforementioned data collection and established partnerships with local behavioral health agencies, the District will work to provide supports for vulnerable student populations and families. This will include family outreach, social emotional programming for students, school counselor provided resources and professional development for staff, and continuing our planning and implementation of trauma informed approaches. Our school counselors maintain a website with a collection of resources to support our students and their families in the areas of social, academic, personal, and career growth. The District will continue to serve as a resource for

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families and provide free meals daily for students.

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.

Aligned with other District planning, monitoring and evaluation procedures, needs assessments were and will be conducted, areas of strengths and challenges were and will be determined, priorities have been and will be established and action planning has and will take place. The District utilized this process for the end of the 19-20 school year and will continue with this process throughout the course of the 20-21 and 21-22 school years. Short range planning must address all possible scenarios for providing instruction at the start of the 20-21 school year. Areas of focus are student learning loss and instructional programming, family/student supports, staff professional development needs, the establishment of a one to one initiative, and cellular connectivity for students. The District will create long range plans to develop strategies for school-based teaching and learning in response to conditions related to the pandemic. Depending on the Governor's recommendations and county risk levels, this may include modifications to the school day and schedules, school arrival and dismissal procedures, social distancing, etc. Student learning loss, skill gaps and interruption to learning progressions must be addressed when designing instruction for the 20-21 school year and beyond. The District will develop a plan to assess and address student mental health and social emotional needs as a result of the conditions of the pandemic. Should the pandemic result in additional extended school closure and to provide additional learning opportunities, the District is creating short and long range plans to implement an efficient remote learning program. These plans include supports for students, families and staff during this transition and the evaluation of programming, procedures and student learning in this newly established environment. All planning, implementation and evaluation is and will be shared with the Board of Education on an ongoing basis. The ESSER funding will support these initiatives by providing for Chromebooks and cellular connectivity for our students, so they can engage in the District's online learning program, as well as an internal management controller to maintain the management of the 1 to 1 initiative. PCCD funding will be utilized for this initiative as well to secure management software to ensure the safety of students through filtering and monitoring of student use and access.

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)

19-20 student assessment data will be reviewed by grade level and content area teams to identify student achievement levels and content mastery at the onset of school closure. Curriculum calendars and course scope and sequence will be reviewed and an outline of standards aligned skills that were not introduced or mastered by students will be created per grade level and/or course. To address student learning gaps resulting from the disruption in educational services, grade level teams will meet to discuss student cohorts and necessary curriculum adjustments for 20-21 and 21-22 as needed. All students will be assessed at the beginning, middle and end of the school year using diagnostic, benchmark and/or

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curriculum based assessments to identify learning gaps, skill deficits and needs for support. Intervention and supports will be prepared and implemented as needed. Course and daily structure and student schedules will be modified to provide for the appropriate instruction. Ongoing formative and summative assessments will be utilized in instructional decision making and to ensure student mastery of concepts. All student assessment data is collected in the District's On Hands Schools data repository. Several reports can be utilized to track student progress and document learning loss and recovery. These reports include cohort analyses, which will aid the District in comparing student learning progressions and achievement rates with those in years prior to the pandemic. These reports also allow for review of student growth. Through the use of PVAAS data, the District will compare student growth in future years with 19-20 projections. The District is preparing to offer additional opportunities for learning including after school tutoring, summer programming and supports through remote learning.

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 and minimizing the spread of infectious diseases. (For helpful tips on cleaning and sanitizing your LEA,

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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)
			Funds will be used to purchase Chromebooks and cellular connectivity to ensure internet access for all students for additional learning opportunities and in the case of extended school closure, to enable each student to connect to the District's online learning program. Survey results showed roughly 75% of our students did not have internet and/or device access, thus limiting the

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LEA Name	Allowable Usage of Funds	Option (1) Subpart	Description (1000 max characters)
Sharon City School District	(9) Purchasing educational technology...	N/A	ability to provide planned instruction via online learning. As a result, the District delivered enrichment/review materials packets to students. With the necessity of providing planned instruction to all students during the 20-21 school year, the District will use the funding to implement a one to one initiative and provide each student with a Chromebook and cellular connectivity as needed. Funds will be also be used for a CIPA compliant internet filtering/monitoring service and internal management controller. Through this initiative, each student will be able engage in the District Google classrooms.
Sharon City School District	(12) Other activities that are necessary...	N/A	Funds will be used for the costs of mailing enrichment/review packets home to students during the time of extended school closure.

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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
Sharon City School District	1,011,657	17,461	0	11	1,587.36

ESSER FUNDS AFFIRMATION OF CONSULTATION FORM

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

Nonpublic Institutions

There are no Nonpublic Institutions

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Section: Budget - Public Instruction Expenditures

BUDGET OVERVIEW

Budget

\$1,011,657.00

Allocation

\$1,011,657.00

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	\$339,825.00	Chromebooks for all regular education students.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	700 - Property	\$113,275.00	Chromebooks for all Special Education students
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$36,495.00	Chromebook Cases for all regular education students.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$12,165.00	Chromebook Cases for all Special Education students.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	700 - Property	\$37,905.00	Chrome Management Licenses for all Chromebooks of regular education students.
1200 - SPECIAL			Chrome Management

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Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	700 - Property	\$12,635.00	Licenses for all Chromebooks of Special Education students.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$298,800.00	Cellular connectivity monthly service for all regular education students currently without access.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$99,600.00	Cellular connectivity monthly service for all special education students currently without access.
1000 - Instruction	700 - Property	\$20,000.00	Internal management controller to filter, manage, monitor and develop all internal wireless communications to support the use of devices in house
1000 - Instruction	500 - Other Purchased Services	\$23,496.00	Postage costs for mailing of enrichment/review packets to students during extended school closure.
		\$994,196.00	

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Section: Budget - Nonpublic Instruction Expenditures

BUDGET OVERVIEW

Budget

\$1,011,657.00

Allocation

\$1,011,657.00

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	\$17,461.00	The non-public share of the ESSER funding will be utilized by the non-public schools to provide services to Sharon students attending St. John Paul II elementary school in accordance with the funding guidelines of the grant.
		\$17,461.00	

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Section: Budget - Public Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$1,011,657.00

Allocation

\$1,011,657.00

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
		\$	
		\$0.00	

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Section: Budget - Nonpublic Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$1,011,657.00

Allocation

\$1,011,657.00

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	\$23,496.00	\$0.00	\$20,000.00	\$43,496.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$298,800.00	\$36,495.00	\$377,730.00	\$713,025.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$99,600.00	\$12,165.00	\$125,910.00	\$237,675.00
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	\$17,461.00	\$0.00	\$17,461.00
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	\$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	\$0.00	\$0.00	\$0.00
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
	\$0.00	\$0.00	\$0.00	\$0.00	\$421,896.00	\$66,121.00	\$523,640.00	\$1,011,657.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$1,011,657.00

Project #: FA-200-20-0382

Agency: Sharon City SD

AUN: 104435603

Grant Content Report

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)