

## **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 most important educational needs will be determined through various academic and social emotional assessment measures conducted by professional staff members as we move back into the 2021-2022 school year. Assessments taken during the 2020-2021 school year and summer programs will help establish necessary baseline data on student mastery of standards. Guidance counselors will continue to play a pivotal role in the lives of our students through personal counseling of both the student and their families. Our counseling professionals will continue to develop safety nets that can assist parents in attaining basic needs as well as connecting them to community resources for psychological assistance, abuse, neglect, etc. Additional in-house resources will be available for all students but especially for those in need of behavioral support to ensure that they have more one on one time with staff members who can quickly identify what supports are necessary academically as well as emotionally and begin to work with the students on building the skills necessary to be able to cope with outside distractions, lack of interest in their educational journey or simply having missed school due to quarantine or otherwise. Allowing these students to decompress in a smaller, less intimidating environment will allow them personal growth and ultimately help them adjust back to their regular classrooms. We know that education best occurs while in person. We will make every effort to maintain this instructional delivery model as we did in 2020-2021.

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

We know that education best occurs while in person. We will make every effort to maintain this instructional delivery model as we did in 2020-2021 because this model ensures that our goals can be met. Without an in-person model there could be no proposed timeline for providing services and assistance to students and staff consistently. But with in-person instruction, providing services and assistance will be a continual effort as we enter 2021-2022. Our

timeline will begin with academic in-service time at the beginning of the year, during the months of October and January and again in the spring to allow for adjustments of academic priorities and collaboration. The district will continue developing priorities into the 2022-2023 school year to ensure we are adjusting as necessary. Other teams such as the McMap Team, the SAP Team and other counseling groups can continue to provide services as they would periodically throughout the year, as is our normal practice.

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

The district did use earlier federal dollars to ensure that we could provide 1:1 technology for all students and offer an online learning platform at the height of the pandemic. The funding assisted us in the purchase of devices, an additional IT FTE and necessary components for the devices. This has been very beneficial as students are now more versed in this learning style. A benefit for every child's academic career as well as any employment future. We are uncertain if we will continue with our online learning platform as the pandemic ends. Our community values in-person learning. As we move into the 2021-2022 school year we have less than twenty registrations for the online platform and will more than likely discontinue the contract after 2023.

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

Our district was very fortunate during 2020-2021 and had limited disruptions. We did begin the year in a hybrid learning environment and faced one closure during the winter holidays. From January to June 2021 the district remained in-person. Using overall assessment data and teacher observations, we recognize that students did receive their full year of curriculum, but did not have opportunities for much practice, skill development and in-depth, hands on mastery. Individual students also suffered because hundreds were quarantined at least one time during the school year. Many were quarantined more than once. We made every effort to lessen student frustrations and feelings of being overwhelmed when they quarantined by offering the student time with the teacher online in one on one sessions, by allowing the student to be a part of the class through online means when the student was healthy enough to participate and by daily personal contact with the Special Education teachers and aides. We will continue to assess learning gaps at all levels. At the elementary levels, we will be allowing professional staff to have daily common planning time, grade level meetings as well as meeting with the grades above and below them to ensure that necessary curriculum changes be established. Evaluation through progress monitoring, summative and formative assessment tools as well as normed tests will allow teachers to consistently reteach. Spiraling in new grade level content while reteaching will be attempted at all levels. New pre and post testing will be developed by the professional staff members in order to focus on what their particular classroom needs are in order to measure student progress. Special education staff members will continue to monitor identified students and collaborate with the regular education teachers on strategies that can help students succeed. An additional MTSS staff member is being put in place to ensure more collaboration between families, counselors, professionals and additional resources. Monthly assessments of those students lettering on Tier II status will be conducted

with objectives and goals given to each party. Progress will be determined as groups reconvene monthly and provides updates.

**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.

While our district did not face devastating Covid 19 impacts as we remained open and in-person for the majority of our 2020-2021 school year, hundreds of students were quarantined as a close contact or they too were victims of Covid 19. We also realize that other variants may render the same fate for children as there are so many who are not eligible for the vaccine. Should the community at large be faced with substantial impacts that would limit educational delivery to remote learning, we are prepared to continue to offer students this option. We will still allow those without internet access to be transported to our buildings and will still offer to transport meals and other resources out to families to ensure they are not isolated. Extracurricular options will be offered where possible to ensure the mental well-being of our student population. If we experience extended school closures, we will utilize the same assessment measures as we have at the beginning of pandemic and adjust accordingly on both a daily and weekly basis. Our Continuity of Education Plan will be expanded to offer the online options and outline our expectations. Staff will have the options to teach from our facilities to ensure they can continue to deliver our quality level of academic standards.

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

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

We have a core set of beliefs that include tradition, excellence and pride. Our community is a reflection of our understanding that we are to be of service to all. When we help each person grow, it is reflected in our neighborhoods and classrooms. Our core set of strategies that will be used to guide the local investment of ESSERS II funding can be summarized as: We will choose investments that will focus on the underserved populations within our community, understanding that their growth is critical and is a reflection of our belief that we are meant to serve all regardless of race, color, ancestry, religion, sex, national origin, sexual orientation, age, citizenship, disability or gender. We will choose investments that will help bolster identified academic needs of all of our students as we live under the confinements of COVID 19. We will

choose investments that will help bolster identified human needs of all of our students as we live under the confinements of COVID 19. We will choose investments that will ensure long term academic success and overall well being of all of our students based on the districts strategic plan. We will choose investments that will supplant community resources to ensure sound financial health now and for the future of the district. We will seek input from our community and communicate with transparency regarding where all ESSERS funds have been spent and evaluate their effectiveness as required by ESSERS reporting.

**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)**

Base line metrics will be gathered each year to better understand the longitudinal outcomes potentially associated with student learning gaps. Such data would come from normed testing that is provided by outside service companies and state testing in the elementary and middle school and through AP, Keystone and SAT/ACT scores at the high school. Professionals will be provided in-service time to quantify the numbers and then determine new pathways to student success if necessary. COVID consequences have cost us all. However, we believe that we are now more prepared to utilize technology and data far better than we did in the pre-COVID era. These were programs we desperately needed but remained as a long-term goal as the costs were prohibitive. ESSERS funds has allowed us to maintain staffing current levels and supplant other necessary expenditures which will assist the district in being fiscally responsible for the next decade.

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)
Montoursville Area School District	(1) Any activity authorized by the ESEA of 1965...	The district will utilize funds to help obtain additional classroom resources, remediation/acceleration tools, professional development programs, PBIS program resources and curriculum assessment evaluationa and review time.
Montoursville Area School District	(7) Purchasing supplies to sanitize and clean...	The district will utilize funds to purchase sanitization supplies to ensure the district maintains a clean, high quality learning environment.
Montoursville Area School District	(9) Purchasing educational technology...	The district will utilize funds to purchase devices for staff and students to ensure each has the necessary tool to ensure students can participate
Montoursville Area School District	(15) Other activities that are necessary...	The district will utilize funds to continue employing existing staff to ensure the Continuity of Education.

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

**ESSER II FUND ASSURANCES**

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

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

Yes

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

Yes

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

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

Yes

LEA maintains inventory records, purchase orders and receipts for equipment (over \$5,000) purchased, Computing Devices, Special Purpose Equipment (\$300 - \$4,999), and will conduct a physical inventory every two years. Please note: Inventory of equipment purchased with federal funds must be broken out by funding source.

Yes

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



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

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

Yes

Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

Yes

To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.

Yes

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

### **USES OF FUNDS**

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

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

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

Yes

### **HOME INTERNET ACCESS**

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

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

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

Yes

### **LEARNING DEVICES**

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

devices for students.

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

Yes

## **STUDENT PARTICIPATION AND ENGAGEMENT**

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

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

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

Yes

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

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

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

Yes

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$1,058,462.00

**Allocation**

\$1,058,462.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
1300 - CAREER AND TECHNICAL EDUCATION	600 - Supplies	\$1,690.00	Structural tester/mechanics machine.
1000 - Instruction	600 - Supplies	\$259,120.00	Various supplies such as: remediation software, devices, classroom technologies, network equipment, student rewards for PBIS, STEM physical space supplies and other curriculum materials for classrooms.
1000 - Instruction	500 - Other Purchased Services	\$1,000.00	Professional Development training for AP content.
1000 - Instruction	100 - Salaries	\$656,652.00	Salaries to ensure Continuity of Education.
		<b>\$918,462.00</b>	



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

**BUDGET OVERVIEW**

**Budget**

\$1,058,462.00

**Allocation**

\$1,058,462.00

**Budget Over(Under) Allocation**

\$0.00

**SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
2800 - Central Support Services	700 - Property	\$75,000.00	Networking equipment.
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$5,000.00	Air quality testing.
2600 - Operation and Maintenance	600 - Supplies	\$60,000.00	Cleaning supplies and air filters.
		<b>\$140,000.00</b>	

**Section: Budget - Budget Summary**

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

**Budget**

\$1,058,462.00

**Allocation**

\$1,058,462.00

**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	\$656,652.00	\$0.00	\$0.00	\$0.00	\$1,000.00	\$259,120.00	\$0.00	\$916,772.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$1,690.00	\$0.00	\$1,690.00
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								

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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
<b>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
<b>2200 Staff Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$60,000.00	\$0.00	\$65,000.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$75,000.00	\$75,000.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</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
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
	\$656,652.00	\$0.00	\$5,000.00	\$0.00	\$1,000.00	\$320,810.00	\$75,000.00	\$1,058,462.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$1,058,462.00