

## **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's first step in identifying the educational needs of our community is to communicate with our stakeholders in order to gain their perspectives and insight. The district recently conducted a survey with students, parents, and community members, asking how the district could support them going forward. The insight from this survey, along with feedback from our teaching professionals will guide our decision-making process going forward. In addition to stakeholder input, the district relies on guidance from PDE and the PA Department of Health when it comes to operational recommendations and requirements, both of which shape our decision-making process. Finally, our county-level job alike groups have been extremely collaborative and have worked to share ideas and priorities as we prepare to move forward together.

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

The provision of supports to our students and staff has already begun. Our district was serving school lunches to our students at four pickup locations on the first full day of the mandated closure. In addition, Wilson SD began providing continuity of education within three weeks of the mandatory state closure, including device distribution to elementary students for virtual learning. During the summer months, in addition to providing a virtual Extended School Year program based on the Governor's reopening recommendations, we'll be offering virtual summer school options, as well as providing book bags with supplies for our Title I eligible students and those identified for Reading Recovery. When the district returned to instruction in the Fall, it was necessary to increase our supplies of protective equipment for use in the classrooms and in our health offices as we ramped up strategies for disinfecting our environment as well as preventing transmission between students through social distancing practices. In addition, we brought on additional classroom teachers and shifted staff roles to allow for smaller class sizes and socially distanced classrooms.

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

District funds have already been committed to extending our students' access to personal devices for virtual instruction, as well as expanding the availability of consistent internet/Wifi to our students through the offer of hot spots or reduced connectivity plans from the local provider. Our plans moving forward are to provide for the safety and security of our students while in the physical plant while preparing for the possibility of additional blended learning going forward. Some of the tools that teachers will need for virtual instruction - remedial, self-paced, online instructional programs, additional manipulatives and other specialized equipment for special education students to keep at home, additional funding for professionals to assess and evaluate student needs in the classroom, and at home, as well as supports for student mental health and wellness, are all being considered. In addition to tools and materials, ESSER funds will be utilized to provide for additional teaching staff, which will allow the district to reduce class sizes and provide a socially distanced learning environment.

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

Upon return to school following the closure, it was important to identify the new baseline for instruction. Students' varying levels of engagement in learning activities during the closure will result in a wide range of new instructional levels that will need to be addressed individually. It will be important to administer some level of universal benchmark assessment in order to establish those levels, especially in light of the lack of statewide standardized testing as a result of the pandemic. Classroom teachers will utilize real-time data in order to make instructional decisions that will result, undoubtedly, in changes to the typical standards and progression for instruction - particularly at the elementary level. Some students will require intervention groups, either short term or long term, in order to regain skills lost. At the same time, some students may find that they were able to thrive during virtual instruction and are not in need of additional remediation.

**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.

Remediation and Support for Students - As we return to face to face instruction, one of our initial tasks will be to assess the new baseline, identifying where students' current instructional levels are compared to where they should have been if not for the COVID-19 mandated closures. Once those gaps are identified, the district will need to begin remediation and additional instructional opportunities for students to regain lost skills and make up for progress that they weren't able to achieve. In the short term, assessment tools and teacher training will

need to be provided in order to assess the gaps that may have developed. Once identified, the long term need will be time and staffing for professionals to not only develop instructional strategies and learning plans in order to help students make up for deficient skills, but also to provide strategies and instructional activities to allow students to continue their learning should another closure, or some type of blended schedule become necessary. In addition to academic concerns, the mental health and wellbeing of our students is also an area that the LEA must focus on. The district has staffed social workers, school counselors, and psychologists to specifically address student needs during a typical school year. It's expected that many students who have experienced different levels of trauma and loss during the COVID-19 closure will require the utilization of supports that may not have been required under "normal" circumstances. The potential increase in utilization has the potential to overwhelm our current resources. By partnering with local community resources for contracted services in the areas of mental health and wellness, and drug and alcohol abuse prevention, the district's professional staff will be able to focus on providing supports to vulnerable student populations and families.

**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.

Core strategies as we move into planning for the 2020-21 school year will include providing a safe and secure school environment, providing training and professional development to teaching staff in preparation for the potential changes in schedule and flow of the school day as well as the potential shift back and forth to remote learning, providing remediation and support to students who may have lost learning or may have fallen behind their peers as a result of the closure, and providing in-school supports for mental health and wellness (both of which were addressed in the previous section). Safe and Secure Schools - New procedures and processes for keeping students healthy, preventing the spread of the disease in our classroom spaces, and procedures to follow should an infection occur in one of our students or staff members. This will involve additional purchases of equipment (PPE), construction or alterations to school health rooms, classrooms, entrances, and other physical spaces, training for staff and students in safe practices. CARES funds in this area would be used in the short term to purchase equipment for our staff and students, as well as to fund long-term physical changes to the spaces our students and staff access on a daily basis. Training and PD - Teachers and staff will need time to adjust curriculum and content to be delivered in multiple settings - both in-person and remotely, in order to prepare for potential shifts back and forth to remote learning, or for instances of staggered class schedules or meeting times in order to accommodate for smaller in-person classes due to social distancing. In the short term, additional online tools for remote learning and communicating with students and families will be secured with CARES Funds. These tools, as they are utilized more efficiently, may replace some more traditional methods for content and curriculum delivery, having a long term impact on our pedagogy.

**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)

A new baseline will need to be determined in order to identify how far off if at all, our students are from the typical path of progress that student groups would have made at this time. Many of the tools necessary for this type of assessment already exist within the district but will need to be implemented more broadly, and with more consistency. Some of those measures will need to be implemented immediately upon return to the typical learning environment, and then again on a regular interval in order to assess the rate at which students regain lost skills or makeup group on previous student group performance. Once these gaps in learning and progress are identified, additional opportunities will need to be provided both inside and outside of the typical school day for students to remediate or make up for lost learning. These could look like before and after school tutoring or instructional groups, summer courses or enrichment opportunities, or changes to the in-class curriculum to accommodate students learning at a different level than previous student groups. Data collection and analysis will be the key to the careful planning and implementation of instructional strategies for our students.

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)
Wilson School District	(3) Providing principals and others school leaders with the resources...	Salaries and Benefits for additional teaching staff hired to reduce class sizes and provide for socially distanced classroom spaces.

**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**

\$2,431,868.00

**Allocation**

\$2,431,868.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$1,458,247.80	Salaries for additional staff to reduce class sizes and create socially distanced learning environments.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$972,165.20	Benefits for additional FTE teaching staff to reduce class sizes and create socially distanced learning environments.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$1,455.00	Salaries for additional staff to reduce class sizes and create socially distanced learning environments.
		<b>\$2,431,868.00</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$2,431,868.00

**Allocation**

\$2,431,868.00

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**Budget Over(Under) Allocation**

\$0.00

**SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES**

Function	Object	Amount	Description
		\$	
		\$0.00	

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**Section: Budget - Budget Summary**

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

**Budget**

\$2,431,868.00

**Allocation**

\$2,431,868.00

**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	\$1,459,702.80	\$972,165.20	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,431,868.00
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								

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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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<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	\$0.00	\$0.00
<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
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>\$1,459,702.80</b>	<b>\$972,165.20</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,431,868.00</b>
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>
<b>Final</b>								<b>\$2,431,868.00</b>