

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'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 in both public and nonpublic schools. (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. In the Fall, should the district return to in-person instruction, it will be necessary to increase our supplies of protective equipment for use in the classrooms and in our health offices as we ramp up strategies for disinfecting our environment as well as preventing transmission between students through social distancing practices. It is likely that our "typical" school operation will not be typical at all when we return in the fall, so time and energy will need to be spent during the summer months in preparing teachers through professional development and equipment/material purchases prior to the start of the

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school year.

Please explain the extent to which the LEA intends to use ESSER 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.

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 is going to be 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. The use of a school wide benchmark will be essential in making that determination and then working with all available professional staff to map out an intervention plan for those students that require 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

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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 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.

The LEA's main goal in planning to utilize CARES funding locally is to be responsive to the community and actual needs in our school district. To date, the district has taken a measured approach to rolling out remote learning plans, seeking input and guidance from our faculty and staff, as well as from our parents and students. We recognize that families are all dealing with the COVID-19 closures in different ways, and that their ability to react and maintain a conducive learning environment in their homes will vary from household to household. For this reason, the LEA's first step has been to listen. 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

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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)

The LEA has long used benchmark assessments to document student learning and identify necessary changes to the curriculum and instructional practices in order to meet student needs. In this situation, 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 make up 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.

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)**Section: Narratives - Allowable Usage of Funds****ALLOWABLE USAGE OF FUNDS**

Check the box before each intended acceptable use classification your LEA is applying to use ESSER funds to support.

For additional information on cleaning and sanitizing your LEA, please visit the following resources:

[CDC - Disinfectant Decision Tool website](#)

[CDC - Cleaning Guide website](#)

***If your LEA is spending in an area authorized by the ESEA of 1965, please select option (1), then specify which sub-program(s) will be included by selecting from options "A - L".**

- (1) Any activity authorized by the ESEA of 1965.**
- (a) Title I, Part A (Improving Basic Programs Operated by LEAs; Section 1003 school improvement)**
- (b) Title I, Part C (Education of Migratory Children)**
- (c) Title I, Part D (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk)**
- (d) Title II, Part A (Supporting Effective Instruction)**
- (e) Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement)**
- (f) Title IV, Part A (Student Support and Academic Enrichment Grants)**
- (g) Title IV, Part B (21st Century Community Learning Centers)**
- (h) Title V, Part B (Rural and Low-Income School Program)**
- (i) Subtitle B of title VII of the McKinney Vento Homeless Assistance Act**
- (j) The Individuals with Disabilities Education Act ("IDEA")**
- (k) The Adult Education and Family Literacy Act**
- (l) The Carl D. Perkins Career and Technical Education Act of 2006 ("the Perkins Act")**
- (2) Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.**
- (3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools. See help text for example.**
- (4) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.**
- (5) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies. See help text for example.**
- (6) Training and professional development for staff of the local educational agency on sanitation**

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and minimizing the spread of infectious diseases. (For helpful tips on cleaning and sanitizing your LEA, please visit CDC's website, links are provided in the question text above.) ****Purchases of Personal Protective Equipment (PPE) are allowable.****

- (7) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- (8) Planning for and coordinating during long-term closures, including how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- (9) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- (10) Providing mental health services and supports.
- (11) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- (12) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Based on your selections above, please complete the table by identifying categories of usage, and providing a description of how your LEA will utilize the funds. If your selections include option (1) "Any activity authorized by the ESEA of 1965", please include each selected sub-program in your description. (For the description there is a maximum of 1000 characters.)

**For consortium applications, please include a line for each applicable LEA/Usage combination*

LEA Name	Allowable Usage of Funds	Option (1) Subpart	Description (1000 max characters)
Wilson SD	(7) Purchasing supplies to sanitize and clean...		Purchase additional supplies for cleaning and disinfecting, including equipment and consumables; PPE for nursing/healthroom staff as well as for custodial staff.
Wilson SD	(8) Planning for and coordinating during long-term closures...		Costs related to food service, provision of meals for eligible students under federal programs

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LEA Name	Allowable Usage of Funds	Option (1) Subpart	Description (1000 max characters)
Wilson SD	(10) Providing mental health services and supports.		Contract with community agencies for student support services - mental health, drug and alcohol prevention, truancy/school avoidance
Wilson SD	(11) Planning and implementing activities related to summer learning...		Instruction and Remediation, assessment tools, curricular items, compensatory services, psycho-educational evaluations and related therapeutic services (speech/language, occupational therapy, physical therapy, etc.)
Wilson SD	(12) Other activities that are necessary...		Increased transportation services to adhere to social distancing guidelines; operations and facilities costs

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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
Wilson School District	547,170	7,365	0	15	491.00

ESSER FUNDS AFFIRMATION OF CONSULTATION FORM

Project #: FA-200-20-0490 1

Agency: Wilson SD

AUN: 114069103

Grant Content Report

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

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Nonpublic Institutions

Agency: Wilson SD

Nonpublic Institution: John Paul II Center Sp Lrng

Allocation Amount: 0.00

Section: Non Public Organizations - Nonpublic Organizations

NONPUBLIC ORGANIZATIONS - EQUITABLE SHARE

Calculate the Nonpublic Equitable Share due to this nonpublic organization.

- Enter the Nonpublic Per Pupil amount from the Nonpublic Equitable Share section*
- Enter Nonpublic students enrolled in this organization from the LEA
- Click Save - Nonpublic Organization Equitable Share is calculated automatically

	Nonpublic Per Pupil Amount	Nonpublic Students in this Building	Nonpublic Organization Equitable Share
Calculation	491.00	1	491.00

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Nonpublic Institutions

Agency: Wilson SD

Nonpublic Institution: LaSalle Academy

Allocation Amount: 0.00

Section: Non Public Organizations - Nonpublic Organizations

NONPUBLIC ORGANIZATIONS - EQUITABLE SHARE

Calculate the Nonpublic Equitable Share due to this nonpublic organization.

- Enter the Nonpublic Per Pupil amount from the Nonpublic Equitable Share section*
- Enter Nonpublic students enrolled in this organization from the LEA
- Click Save - Nonpublic Organization Equitable Share is calculated automatically

	Nonpublic Per Pupil Amount	Nonpublic Students in this Building	Nonpublic Organization Equitable Share
Calculation	491.00	4	1,964.00

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Nonpublic Institutions

Agency: Wilson SD

Nonpublic Institution: Sacred Heart School

Allocation Amount: 0.00

Section: Non Public Organizations - Nonpublic Organizations

NONPUBLIC ORGANIZATIONS - EQUITABLE SHARE

Calculate the Nonpublic Equitable Share due to this nonpublic organization.

- Enter the Nonpublic Per Pupil amount from the Nonpublic Equitable Share section*
- Enter Nonpublic students enrolled in this organization from the LEA
- Click Save - Nonpublic Organization Equitable Share is calculated automatically

	Nonpublic Per Pupil Amount	Nonpublic Students in this Building	Nonpublic Organization Equitable Share
Calculation	491.00	4	1,964.00

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Nonpublic Institutions

Agency: Wilson SD

Nonpublic Institution: St Ignatius Loyola School

Allocation Amount: 0.00

Section: Non Public Organizations - Nonpublic Organizations

NONPUBLIC ORGANIZATIONS - EQUITABLE SHARE

Calculate the Nonpublic Equitable Share due to this nonpublic organization.

- Enter the Nonpublic Per Pupil amount from the Nonpublic Equitable Share section*
- Enter Nonpublic students enrolled in this organization from the LEA
- Click Save - Nonpublic Organization Equitable Share is calculated automatically

	Nonpublic Per Pupil Amount	Nonpublic Students in this Building	Nonpublic Organization Equitable Share
Calculation	491.00	6	2,946.00

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Section: Budget - Public Instruction Expenditures

BUDGET OVERVIEW

Budget

\$547,170.00

Allocation

\$547,170.00

Budget Over(Under) Allocation

\$0.00

PUBLIC INSTRUCTION EXPENDITURES

Please complete the budget below including Public expenditures ONLY.

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$23,142.00	Contracted psychological services - evaluation and assessment; contracted speech and language services (evaluation/assessment)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$15,720.00	SMART Music - Remote Music Instruction Software
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$14,345.00	Mobile Hotspot and cellular data service subscriptions
		\$53,207.00	

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Section: Budget - Nonpublic Instruction Expenditures

BUDGET OVERVIEW

Budget

\$547,170.00

Allocation

\$547,170.00

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	\$6,000.00	Subscriptions to online instructional programs, technology and devices for student access
		\$6,000.00	

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Section: Budget - Public Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$547,170.00

Allocation

\$547,170.00

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
2400 - Health Support Services	600 - Supplies	\$37,971.00	PPE - Masks, gloves, gowns; Thermometers
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$288,000.00	Contracted mental health support services (24 monnts) - Communities in Schools
2300 - SUPPORT SERVICES – ADMINISTRATION	300 - Purchased Professional and Technical Services	\$7,805.00	Digital communication, remote operations and remote meeting tools
2400 - Health Support Services	300 - Purchased Professional and Technical Services	\$26,188.00	Contracted nursing services; symptom screening
2600 - Operation and Maintenance	600 - Supplies	\$67,628.00	Operations supplies for cleaning, disinfecting, and sanitization.
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$5,712.00	Contracted cleaning services (supplemental)
3100 - Food Services	100 - Salaries	\$31,976.00	Salaries for food service workers.

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Function	Object	Amount	Description
3100 - Food Services	200 - Benefits	\$21,318.00	Benefits for food service workers.
		\$486,598.00	

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Section: Budget - Nonpublic Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$547,170.00

Allocation

\$547,170.00

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
2400 - Health Support Services	600 - Supplies	\$1,365.00	PPE and sanitization supplies
		\$1,365.00	

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

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	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$30,065.00	\$0.00	\$0.00	\$0.00	\$0.00	\$30,065.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$23,142.00	\$0.00	\$0.00	\$0.00	\$0.00	\$23,142.00
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	\$6,000.00	\$0.00	\$6,000.00
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	\$288,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$288,000.00

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	\$7,805.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,805.00
2400 Health Support Services	\$0.00	\$0.00	\$26,188.00	\$0.00	\$0.00	\$39,336.00	\$0.00	\$65,524.00
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	\$5,712.00	\$0.00	\$0.00	\$67,628.00	\$0.00	\$73,340.00
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	\$31,976.00	\$21,318.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$53,294.00
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
	\$31,976.00	\$21,318.00	\$380,912.00	\$0.00	\$0.00	\$112,964.00	\$0.00	\$547,170.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$547,170.00

Project #: FA-200-20-0490 1

Agency: Wilson SD

AUN: 114069103

Grant Content Report

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)