

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 students of the Laurel School District spent approximately 1/3 of the school year on an impromptu cyber platform as a result of the disruption of traditional educational services. Due to this disruption, the Laurel SD is going to complete benchmark and diagnostic testing on all students k-8. We are going to have data on student progress relative to grade level and performance level. Based upon those levels, students will have intervention designed and implemented by an instructional support team led by a new position, a full-time instructional support teacher.

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)

At the beginning of the school year, students in grades k-8 will take diagnostic and benchmark testing in ELA & math. Students will then be placed in intervention groups. These intervention groups will be by performance and ability level. The services provided to students and staff in both public and nonpublic schools will be used for salaries and benefits. The Laurel SD will be creating a new position to address these deficiencies. The nonpublic schools will receive their apportioned share for salaries as well in hopes that they can expand their programming.

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

The Laurel School District has a developed a blended model of instruction to include a virtual component harnessing many Google Suite tools. The Laurel School District is also capable of providing a one-to-one learning environment should the need arise and schools close for the pandemic. The plan would be to utilize these technologies to support our interventions related to grade level and individual skill deficits. We would be able to not only continue with established classes, but

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reach our target students will the additional programming they need in order to try and reach as well as maintain grade level performance.

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

At the beginning of the year, targeting the first two weeks of school, students within the Laurel SD are going to complete benchmark and diagnostic testing on all students k-8. We are going to have data on student progress relative to grade level and performance level. Based upon those levels, students will have intervention designed and implemented by an instructional support team led by a new position, a full-time instructional support teacher.

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.

The Laurel School District lost approximately 1/3 of the school year. The district had to transform its instructional practices to a virtual platform in approximately a week's time. Although, the students and staff nobly attempted to finish the school year. The administration and a representative group of teachers developed the local continuity plan as well as our response efforts to the pandemic. The last 60 days were not as effective as the first 120. The district is anticipating deficits in achievement as measured by beginning of the year bench marking and diagnostic testing. The most vulnerable student populations and families were supported by our pupil personnel department as well as local community supports like Project HOPE and a community food basket. For any student with an IEP and/or 504 accommodations, modifications and/or specially designed instruction was provided, to the maximum extent possible, to the student as outlined in their document to best meet their educational needs. Case managers, instructional aides, related service personnel, and regular education teachers worked together to ensure students were receiving planned instruction and FAPE. Students were working in a variety of mediums to ensure access to curriculum. A web based platform was used and the student should use the general education and/or the special education teacher's platform to access curriculum. Related service personnel worked with students through these web based platforms to provide services. Special education teachers had daily office hours and check their email twice a day. They contacted parents weekly. Progress monitoring on IEP goals will continue. Additionally, every Friday the administration worked with the local bread basket to feed the hungry amongst our population. Special Education and Gifted IEP meetings will be held - IEP Meetings will continue or may be rescheduled as we work through the process of holding the meetings online. IEP, ER and RR documents will be sent to parents prior to the meeting via email with parental permission. The Pennsylvania Bureau of Special Education has NOT waived Special Education Timelines. Therefore, currently scheduled IEP meetings will continue or be rescheduled via conference call and special education student evaluations will continue as planned. During the closure, the Special Education Department will contact those families waiting on student evaluations and teachers will coordinate IEP

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meetings. Meetings will be held online or by phone conference. If a student is on timeline to be evaluated, the school psychologist will reach out to 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 Laurel School District will use the identification of academic deficiencies and targeting those skills gaps as a guide for local investment of CARES funding. We intend to immediately create a full-time IST teacher to respond to expected grade level skill deficits grades k-6. The long-range goal of the position is to target at-risk learners, develop strategies to address skill deficits and over the course of time (several years) return them to satisfactory levels of proficiency. This will be a school-based strategy for teaching and learning that is responsive to the expected gaps in achievement related to the pandemic. This position and associated school program will enhance and expand services to support achievement in ELA, math, and science, The design of the implementation of the new position will compliment the Title I instruction grades k-2, and address needs 3-6. It is the intent of the district to continue the programming beyond the delivery of the one-time CARES funds.

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 plan will be evaluated through several data points (in-house diagnostic and bench marking data, long-term evaluation of grade level achievement as measured by PSSA results, cohort achievement as measured by the achievement of the same students through multiple grade levels). The program should identify grade level and skill gaps deficits. The instruction should be related to the identified deficits. Periodic bench marking should demonstrate progress on identified deficits. Grade level achievement and cohort achievement as measured by the PSSA tests should grow over the course of the next 3 years.

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)
Laurel SD	(1) Any activity authorized by the ESEA of 1965...	(a) Title I, Part A	
Laurel SD	(1) Any activity authorized by the ESEA of 1965...	(b) Title I, Part C	

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)**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.

1,712.00

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.

856.00

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
Laurel SD	139,567	1,712	0	2	856.00

ESSER FUNDS AFFIRMATION OF CONSULTATION FORM

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

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Officials.

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Nonpublic Institutions

Agency: Laurel SD

Nonpublic Institution: New Castle Christian 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	856.00	2	1,712.00

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Section: Budget - Public Instruction Expenditures

BUDGET OVERVIEW

Budget

\$139,567.00

Allocation

\$139,567.00

Budget Over(Under) Allocation

\$0.00

PUBLIC INSTRUCTION EXPENDITURES

Please complete the budget below including Public expenditures ONLY.

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$71,711.76	
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$66,143.24	
		\$137,855.00	

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Section: Budget - Nonpublic Instruction Expenditures

BUDGET OVERVIEW

Budget

\$139,567.00

Allocation

\$139,567.00

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)	300 - Purchased Professional and Technical Services	\$1,712.00	ELA remediation
		\$1,712.00	

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Section: Budget - Public Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$139,567.00

Allocation

\$139,567.00

Budget Over(Under) Allocation

\$0.00

PUBLIC SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES

Please complete the budget below including Public expenditures ONLY.

Function	Object	Amount	Description
		\$	
		\$0.00	

Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Section: Budget - Nonpublic Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$139,567.00

Allocation

\$139,567.00

Budget Over(Under) Allocation

\$0.00

NONPUBLIC SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES

Please complete the budget below including Nonpublic Equitable Services expenditures ONLY.

Function	Object	Amount	Description
		\$	
		\$0.00	

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	\$71,711.76	\$66,143.24	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$137,855.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$1,712.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,712.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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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
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$71,711.76	\$66,143.24	\$1,712.00	\$0.00	\$0.00	\$0.00	\$0.00	\$139,567.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$139,567.00