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 Laurel School District will determine its most important educational needs as a result of COVID-19 through academic benchmarking and diagnostic testing. We will be able to determine our academic deficits. We will then need district personnel to address those deficits.

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

The Laurel School District proposes to provide services during the remainder of the 2020-2021 school year and continue through the 2022-2023 school year. Those services will include support for ELA, math, and science. Those services will address identified skill deficits. There will be intermittent progress reporting, and adjustments to instruction based upon the evolving data.

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

The Laurel School District intends to use ESSER II funds to promote remote learning. We intend to purchase tools for teachers that will allow them to provide synchronous instruction. We will also purchase materials that will allow students to participate virtually. We intend to replace outdated computer towers, laptops, and flat panels to enhance the teacher tool box to provide remote instruction. We intend to purchase Chromebooks to allow students to participate virtually. We will make upgrades to our infrastructure including a core switch and upgraded access points.

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

The Laurel SD intends to assess and address student learning gaps resulting from disruption in educational services. We intend to use Study Island to benchmark students current levels relative to their grade level. We will use diagnostic tools to assess their functioning grade level. We will utilize an Instructional Support Teacher and Academic Support Personnel to develop lessons based on the benchmarking and diagnostic data. Those positions will work are targeted skill deficits. The district is currently planning a summer program that will address STEM and an additional summer program that will address academic learning deficits.

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 is proposing procedures for evaluating local COVID-19 impacts in relation to educational programming and delivery. We will be documenting learning loss associated with extended school closure by administering benchmark and diagnostic assessments. Additionally, the district has formed a pandemic response team made up of parents, teachers, and district administration. The team has worked relentlessly since March of 2020. The work continued into the summer and created our continuity of education plan. The committee continued its work through the school year to develop our health and safety plan that includes our 3 learning pathways. The Laurel School District has been able to offer in-person instruction, synchronous instruction, and asynchronous instruction. The district has identified targeted populations that need additional support. Some of those supports have been technological. The district has assisted families in order to gain internet access in the home. The district has secured enough devices to deliver a device to every student, one-to-one. The district has supported meals for the hungry. The district has done food distributions two times per month. The district provided in-person instruction to students with disabilities when the rest of the district was full virtual remote.

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.

The Laurel SD has been doing diagnostic testing to determine the level of learning loss during the pandemic. Benchmarking has led us to identify areas which we feel with the proper

funding, we could attempt to make inroads to enable our students to grow and show progress towards our learning goals. The first tool we would use would be our student assistance teams to take referrals from teachers to place students into groups to remediate them on skills that they have not developed to be successful in their current grade level. Having an IST Teacher at the elementary schools, as well as, academic tutors in each of the tested grade levels 4 - 6 to identify weakness, remediate students in specific skill areas, and communicate with families. Another core strategy at the elementary will be to implement a new phonemic awareness curriculum in grades K - 2. Knowing that building a strong foundation in early literacy is so vital, this consistent and skill driven curriculum across the primary grades is crucial to establishing strong readers. Also, a tutor lab coordinator at the middle high school to coordinate, educate and communicate with student families on successes and weaknesses would be essential as a first line in this battle against learning loss. Another avenue at the middle high school that is needing to be addressed is the students who are credit deficient based upon their inability to keep up with their coursework during the pandemic. At the Middle High School, we would like to collaborate with Seneca Valley to utilize their academy of choice to increase our credit recovery course offerings to allow students to achieve success in curricular areas that they enjoy while allowing them to recover credits that they were unable to obtain and get them back on the path to graduation. This program would be run by a school to home liaison that would be in constant communication with parents, make home visits and evaluate the dire learning situations that our low income students are facing in getting educated. This program would go beyond the brick and mortar setting to get students the home to school connection needed to help them to recover lost learning. Finally, the last leg of learning at the high school would be getting students back on track to enter the workforce. Prior to the covid shutdown and tighter restrictions on school to work, we had a robust entrepreneurship program and a school to work coordinator that worked to get students wishing to enter the workforce into job settings while working to learn skills that will make them employable and successful. Working with our special education department, we would like to expand our school to work program to a larger countywide area and to larger student scope to enable more students an opportunity to receive workforce education and job placement.

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)

In order to measure our success, we will use multiple measures to assess the success of our programs. Academically, we will continue to look at the learning loss of the students. We will use biannual diagnostic assessments to look at leveled progress for learners. We will use the diagnostic assessments from Get More Math, Into Literature, AIMS Web Plus, IXL and Classroom Diagnostic Assessments to assess the ongoing productivity of our student success program in conjunction with our Core Team/Child Study Meetings. The next factor we will monitor for the next four years will be our credit recovery and acceleration program using the Academy of Choice. To assess the success of this program, we will map out plans for struggling students as well as students in need of acceleration. This periodical review will ensure that historically underachieving student groups have the ability to meet the graduation requirements as well as receive proper training for life after high school. The final aspect of the program will be to monitor students attending college, enter the workforce or going to a trade school. Yearly, for the next five years, we will send follow-up surveys to each student 1

and 3 years after graduation to determine their progress towards their goal after graduation. In the elementary, one factor we will monitor over the next four years is the yearly growth of our primary students in literacy and numeracy based on the AIMSweb Plus data. We will do this by comparing the baseline data to the final benchmark annually. The other factor we will monitor at the elementary for the next four years is student achievement on standardized tests. We will measure this factor by analyzing the overall grade level growth as well as individual student growth on the PSSAs annually.

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)

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 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 coronavirusand 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

$714,633.00

Allocation

$714,633.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	$11,333.00	Verizon Chromebook hot spots - 20-21 and 21-22
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$16,292.00	microphones, amplifiers, and chromebooks for online/virtual learning, PPE, disinfectant, thermometers
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$155,044.00	Software for virtual learning
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$203,000.00	Subs through Kelly's for academic support and Cyber Academy

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	700 - Property	$128,750.00	Teacher laptops, student chromebooks, and interactive whiteboards for virtual learning
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$4,000.00	Professional services for mental health wellness
		$518,419.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget
$714,633.00
Allocation
$714,633.00

Budget Over(Under) Allocation
$0.00

SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	$17,000.00	Technical support for staff related to virtual learning
2200 - Staff Support Services	200 - Benefits	$8,520.00	FICA & PSERS on payroll for technical support staff
2400 - Health Support Services	600 - Supplies	$3,000.00	PPE for nurses.
2600 - Operation and Maintenance	600 - Supplies	$10,000.00	Disinfectant, cleaning agents, supplies, and PPE for custodial/maintenance staff
2700 - Student Transportation	700 - Property	$80,000.00	Additional bus to assist with social distancing
2800 - Central Support Services	700 - Property	$22,500.00	Core Switch and firewall upgrade for virtual and synchronous learning

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	$50,000.00	Wireless solution for synchronous learning.
3200 - Student Activities	500 - Other Purchased Services	$5,194.00	Wireless wifi access for live streaming student events when spectators are not permitted.
		$196,214.00	

Section: Budget - Budget Summary

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

Budget

$714,633.00
Allocation

$714,633.00

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	$0.00	$0.00	$203,000.00	$0.00	$11,333.00	$171,336.00	$128,750.00	$514,419.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$4,000.00	$0.00	$0.00	$0.00	$0.00	$4,000.00
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								

	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
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
2200 Staff Support Services	$17,000.00	$8,520.00	$0.00	$0.00	$0.00	$0.00	$0.00	$25,520.00
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	$3,000.00	$0.00	$3,000.00
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	$10,000.00	$0.00	$10,000.00
2700 Student Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$80,000.00	$80,000.00
2800 Central Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$22,500.00	$22,500.00
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

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
3200 Student Activities	$0.00	$0.00	$0.00	$0.00	$5,194.00	$0.00	$0.00	$5,194.00
3300 Community Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$50,000.00	$50,000.00
	$17,000.00	**$8,520.00**	**$207,000.00**	**$0.00**	**$16,527.00**	**$184,336.00**	**$281,250.00**	**$714,633.00**
				Approved Indirect Cost/Operational Rate: 0.0000				**$0.00**
							Final	**$714,633.00**