

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 North Schuylkill School District has been keeping in constant communication with all teachers and staff K-12. Teachers have been documenting core standards/concepts within the grade level curriculum that have been affected due to COVID-19 and we have been creating a plan to continue moving forward. Our most important educational needs have been narrowed down to Chromebooks for students needing devices, maintaining full day Kindergarten, purchasing additional hot spots and an upgraded server for student internet access, upgraded SMART boards for classrooms, virtual learning resources that are compatible for distant learning instruction and finally, social distancing and cleaning items for safety. The administrators of the North Schuylkill School District have also inventoried all of the current technology needed in providing all students with access to education. This includes all Chromebooks and Hot Spots needed by low income students, special education students, EL students, and homes with multiple siblings. As an administrative team, we have also created a set of plans for opening our school district in the future. We have analyzed all areas of need, such as; cleaning supplies needed, PPE for staff, students, and cafeteria staff, masks, housekeeping protective equipment, splash guards, etc. The North Schuylkill School District determined our most important educational needs based on our students having a meaningful education and students and staff feeling 100% supported and safe during that education.

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

The timeline for continued safety and technology support at the North Schuylkill School District to provide services and assistance to students and staff is immediate! Our district as a public school, needs additional funds to support the online/virtual initiatives for the future school year, as well as, Chromebooks, Hot Spots and Server, Smart Boards, and maintaining the continuity of services for full day Kindergarten. We have the timeline broken down into a three year span. During the 2020-2021 school year, we will need to purchase a portion of the

Chromebooks with an additional portion then being purchased in the 2021-2022 and 2022-2023 school year. In order to maintain our Full Day Kindergarten and current amount of teachers, we will split the portion for this between two consecutive school years of 2021-2022 and then 2022-2023. As we support classrooms with upgraded SMART Boards, our focus will be this school year with the largest portion focusing the next school year in 2021-2022. All items consisting of maintaining safety protocols, cleaning and sanitizing, and remote resources will fall under the immediate timeline of the current 2020-2021 school year.

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

The North Schuylkill School District intends to use a large portion of the ESSER II funds to promote remote learning. The majority of those funds will support Chromebooks for online learning, as well as, the replacement of devices that was necessary within the district and would not happen now due to the unexpected expenses caused by the pandemic. The North Schuylkill School District will use funds to close equity gaps in remote learning, support school community efforts that need them most, promote continuity of learning, classroom SMART Board upgrades, child and family supports, etc. Between the needs for Chromebooks, Internet access, SMART Boards, and Distance Learning resources. Approximately half of the funds will be utilized from this category.

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

The North Schuylkill School District intends to assess student learning gaps through the use of our daily assessments within the grade level curriculum, our MOY and EOY DIBELS now administered at the end of the 20-21 school year, through our CDT and Study Island data, and also through the collaborative discussions with grade level teachers. The North Schuylkill School District will then address learning gaps that have resulted from the disruption of educational services that has impacted the delivery of grade level curriculum for the start of the 20-21 school year and extending throughout the 2023 school year. All teachers in grades K-12 have analyzed data and standards of the curriculum that they feel are a target to address. All teachers have been allotted time during faculty meetings, teacher in-service days, etc. to communicate and collaborate what those areas/standards are, as well as, to provide any necessary resources that need to be shared in order to meet these learning gaps.

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 North Schuylkill School District has a variety of procedures in place and within proposed plans to evaluate local COVID-19 impacts in relation to education programming and delivery. The first includes the documentation of learning loss associated with an extended school closure. All teachers in grades K-12 have been documenting individual student data, as well as, curricular data for their particular grade level/subject area. This will drive our decisions on where and how to move forward in the 2021, 2022, and 2023 school year. The North Schuylkill School District has also outlined a local continuity of education plan over the course of the emergency response efforts that include documentation that every student within our district has been contacted, provided materials/support, and has received our best effort to maintain a continuity of education. Vulnerable student populations and families have received meals throughout this closure, as well as, specific technology in order to ensure a smooth transition of educational needs from brick and mortar to online learning. Assistive technology for students with disabilities; supports for English Learners; and Learning supplies for students categorized as economically disadvantaged.

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 North Schuylkill School District has a core set of strategies that will be used to guide local investment of ESSER II funding. Funds will be used to scale-up remote learning needed for the 2022-2023 school year. Funding will also be used to refine technology needed for advanced computer aided design education. We will also evaluate our list of district students in need of a device and/or hot spot accessibility. The North Schuylkill School District will use the ESSER II funding to support initiatives with the federal funding that is flexible through Title IV and IIA. This will ensure strategic and sustainable use of funds. The goal will be to utilize a portion of the funds during the 2020-2021 school year, a larger portion during the 2021-2022 school year, and a final portion of the amount during the 2022-2023 school year.

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 North Schuylkill School District has specific plans prepared that describe how we will fill in the learning gaps and meet the needs of students in areas of student learning that has been lost. We will continue to collaborate about the data received from DIBELS and provide strategic interventions using the Amplify activities for the skills students have missed. For example, it will be broken down by Phonologic Awareness, Letter Sounds, Decoding, Oral Reading Fluency, and Comprehension. We will also safely and slowly incorporate small group work with students to ensure we are using the best researched based teaching strategies to target instruction. We will also support teachers in using other data from Acadience, CDT's,

and Study Island to assess where students are and where gaps are within the skills of each grade level.

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)
North Schuylkill School District	(9) Purchasing educational technology...	Chromebooks
North Schuylkill School District	(9) Purchasing educational technology...	Hot Spots for Internet Access
North Schuylkill School District	(9) Purchasing educational technology...	SMART Boards compatible with distance learning and resources to support virtual learning
North Schuylkill School District	(7) Purchasing supplies to sanitize and clean...	Cleaning Supplies, Sanitizing Supplies, Housekeeping, PPE, Masks
North Schuylkill School District	(7) Purchasing supplies to sanitize and clean...	Desk Shields
North Schuylkill School District	(15) Other activities that are necessary...	Maintaining Full Day Kindergarten and salaries of teachers

Section: Narratives - ESSER II Fund Assurances

ESSER II FUND ASSURANCES

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

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

Yes

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

Yes

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

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

Yes

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

Yes

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

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

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

Yes

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

Yes

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

Yes

Section: Narratives - ESSER II Reporting

USES OF FUNDS

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

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

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

Yes

HOME INTERNET ACCESS

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

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

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

Yes

LEARNING DEVICES

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

devices for students.

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

Yes

STUDENT PARTICIPATION AND ENGAGEMENT

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

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

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

Yes

FULL TIME EQUIVALENT POSTIONS (FTE)

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

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

Yes

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$1,591,193.00

Allocation

\$1,591,193.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$230,000.00	Chromebooks
1000 - Instruction	600 - Supplies	\$50,000.00	Hot Spots for Internet Access
1000 - Instruction	600 - Supplies	\$600,000.00	SMART Boards
1000 - Instruction	600 - Supplies	\$30,000.00	Digital License/Remote Learning Resources
1000 - Instruction	600 - Supplies	\$5,000.00	Web Cameras/Microphones
1000 - Instruction	100 - Salaries	\$620,953.00	Maintain Full Day Kindergarten
1000 - Instruction	600 - Supplies	\$7,500.00	Server
		\$1,543,453.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$1,591,193.00

Allocation

\$1,591,193.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2400 - Health Support Services	600 - Supplies	\$20,000.00	Desk Shields
2400 - Health Support Services	600 - Supplies	\$22,740.00	Cleaning/Sanitizing
2400 - Health Support Services	600 - Supplies	\$5,000.00	Masks
		\$47,740.00	

Section: Budget - Budget Summary

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

Budget

\$1,591,193.00

Allocation

\$1,591,193.00

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	\$620,953.00	\$0.00	\$0.00	\$0.00	\$0.00	\$922,500.00	\$0.00	\$1,543,453.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher								

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
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	\$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	\$47,740.00	\$0.00	\$47,740.00
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

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$620,953.00	\$0.00	\$0.00	\$0.00	\$0.00	\$970,240.00	\$0.00	\$1,591,193.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$1,591,193.00