

## **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 Parkland School District's administrative team determined that our online learning platform, "Schoolology," was necessary as a source of our Continuity of Education plan. The Parkland team also realized that providing online learning would be necessary to educate all students during the COVID-19 pandemic. Surveying families as to their choice of education was the first step in determining how many staff members would be needed to teach in a 100% virtual program as well as what curricular resources are needed to provide online instruction. The team developed a plan that addresses both a fully virtual and in person instruction via a hybrid model of education.

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

The Parkland School District's Continuity of Education plan provides the necessary elementary personnel for the families who choose to have their children 100% virtual. The district leadership team worked with the leadership of the Parkland Education Association to create an Memorandum of Understanding (MOU) to the negotiated contract. The MOU allowed the district leadership team to hire 13 teachers and paraprofessionals to one-year position with and option for a second year if necessary, to provide an online program for these students. The School Board at the August 18th School Board Meeting approved the MOU and on August 25th approved these new staff members. The district adjusted the also the in person instructional program to teach in a concurrent model with teacher working with students who were in a hybrid model with students who choose to be fully virtual in the same class.

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

Parkland School District intends to use the allotted ESSER funds for staff members (professional and support) necessary to provide full-time online education as well as curricular materials and to provide access to breakfast and lunch for online only students.. The district needing to provide

for the Hybrid program will use fund for the purchasing of online content, staff and supplies necessary to provide breakfast and lunch for all students as provided by legislation. While the hybrid program provides in person instruct for ½ of students on Monday and Tuesday and ½ for Thursday and Friday the district choose to keep all building's support personnel employed working with assisting professional staff versus furloughing these staff members. Finally, the need for online resources in various departments such as online textbooks and students evaluation programs that will help assess student learning loss and allow for targeted remediation.

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

The Parkland School District has been using many types of assessments including formative assessments, diagnostic assessments, placement assessments as well as summative assessments to identify a student's strength and weakness. Assessments provided at the end of each year continued, and staff reviewed the data to identify possible learning gaps for each student. Students will have the ability over the summer to work on the gaps utilizing various district corrective programs. Staff will work over the summer to pace out instruction for the fall, keeping in mind the concepts and skills that need review from the previous year or course. In the fall, students will again be provided diagnostic and placement assessments (e.g. benchmark assessments in "Go Math," "Study Island," and expanding our ELA program "Wonders" at the Elementary level as well as Classroom Diagnostic Tools). Data from these assessments will allow staff members to identify gaps in learning and students will be provided reteaching and or learning paths to assist in 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.

The Parkland School District administrative team, led by the Director of Business Administration, set out to develop a two-year plan in which the district would utilize ESSER funds. Most important was to understand the effects of Act 13 and the need to pay all employees to the end of the June 2020 budget and the subsequent need to provide the Parkland community with zero (\$0) tax increase for the 2020- 2021 school year. Knowing that the district would be using a large portion of the district's fund balance required the administrative team to re-evaluate the budget process and how to use one-time ESSER funds. Understanding how ESSER funds could be used was extremely important. Using ESSER funds to assist with the costs associated with a change in programming, particularly for our most vulnerable special education students, the team studied the investment in Paraprofessionals and Teaching Assistants in learning how to use the district's online learning platform "Schoology" and how to work with small groups online to meet the needs of these students. The team also identified the need to assist our students by making sure their devices worked and when issues occurred, a system was set up for rapid exchange or repair of the device.

**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.

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**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 Parkland School District's Continuity of Education team conferenced daily at 1:00 p.m. Throughout this time plans were made to evaluate the learning that was taking place in our newly created online classrooms. The team agreed that, to the greatest extent possible, staff should continue to deliver instruction online as they would have if students were in school. Teams of teachers will meet towards the end of the school year to discuss expected learning gaps for their content. Continuing with summer availability via learning paths from various programs, we will attempt to close any observable gaps. The beginning of the 2020-2021 school year diagnostic, placement and benchmark assessments will assist in identifying gaps and possible effects of summer slide on the students. Small group instruction will be in place, whether virtual or face-to-face, to address any gaps in learning. Progress monitoring of students who are below grade level will enable the district to monitor and work on areas of need in the fall. The team to date has identified some very positive outcomes from the pandemic that we will carry forward such as; teachers have the tools and the ability to stretch their classrooms by using online opportunities. Teachers and support staff realized that families have very different challenges they face daily and knowing this teacher understand now how to individualize learning. Finally, we learned that making personal contact with families daily saw attendance of students in the virtual classrooms

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increase from the regular school day attendance. The staff learned the power of personal contact with families and how our parents are on the same page as our staff in wanting what is best for their students. These strategies are expected to be important again in the 2021-2022 school year and will continue throughout the 2021-2022 school year.

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,

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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)
Parkland School District	(8) Planning for and coordinating during long-term closures...	Funds will be utilized for providing daily breakfast and lunch for all students including a program or those students who have choen to learn in a full virtual environment.
Parkland School Diostrict	(9) Purchasing educational technology...	Parkland school district will utilize grant money for o line curriular materials that will allow for students access while learning in a full virtual environment. The materials will assist in engaging students with the curriculum and the teacher. materials that currently do not exist.
Parkland School district	(11) Planning and implementing activities related to summer learning...	Parkland School District will expand Camp Discover over the summer to include curricular activities for Title I students K-2 addressing gaps in reading as identified by our "Wonders" Language Arts assessments.
Parkland School District	-(12a) Administering and using high-quality assessments....	Funds from the grant will allow the district to purchase online content which includes researched based summative and formative assessments embedded into the curriculum. These assessments will be intrumental
		Funds will be utilized to purchase online curricular materials that will have evidenced based formative and sumative

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LEA Name	Allowable Usage of Funds	Description (1000 max characters)
Parkland School District	-(12b) Implementing evidence-based activities.....	assessments. The data will be utilized to identified pathways for students and parents to follow which will assist in the remediation and enrichment of students.
Parkland School District	(15) Other activities that are necessary...	Parkland School District will utilize grant funds to offset sales of suport staff members who were kept on the payroll on Wednesday's when they could have been furloughed. These staff members performed other assigned activities not part of their job description and or we provided professioanl development designed to provide the necessary skills needed to work with students in a virtual environment.



**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

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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**

\$5,529,992.00

**Allocation**

\$5,529,992.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
1000 - Instruction	100 - Salaries	\$3,093,867.00	
1000 - Instruction	200 - Benefits	\$1,023,316.00	
1000 - Instruction	600 - Supplies	\$1,024,556.00	
		<b>\$5,141,739.00</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$5,529,992.00

**Allocation**

\$5,529,992.00

**Budget Over(Under) Allocation**

\$0.00

**SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
3100 - Food Services	100 - Salaries	\$88,055.00	
3100 - Food Services	100 - Salaries	\$65,425.00	
3100 - Food Services	600 - Supplies	\$74,956.00	
2000 - SUPPORT SERVICES	100 - Salaries	\$111,788.00	
2000 - SUPPORT SERVICES	200 - Benefits	\$48,029.00	
		<b>\$388,253.00</b>	

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**Section: Budget - Budget Summary**

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

**Budget**

\$5,529,992.00

**Allocation**

\$5,529,992.00

**Budget Over(Under) Allocation**

\$0.00

**BUDGET SUMMARY**

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>1000 Instruction</b>	\$3,093,867.00	\$1,023,316.00	\$0.00	\$0.00	\$0.00	\$1,024,556.00	\$0.00	\$5,141,739.00
<b>1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1300 CAREER AND TECHNICAL EDUCATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1400 Other Instructional Programs – Elementary / Secondary</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1600 * ADULT EDUCATION PROGRAMS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1700 Higher Education</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
<b>Programs</b>								
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$111,788.00	\$48,029.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$159,817.00
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	\$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	\$153,480.00	\$0.00	\$0.00	\$0.00	\$0.00	\$74,956.00	\$0.00	\$228,436.00
3200 Student Activities	\$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
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
	\$3,359,135.00	\$1,071,345.00	\$0.00	\$0.00	\$0.00	\$1,099,512.00	\$0.00	\$5,529,992.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$5,529,992.00