

## **Section: Narratives - Assessing Impacts and Needs**

### **LEA ARP ESSER APPLICATION**

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by Local Education Agencies (LEAs), schools, and educators to support students during the COVID-19 pandemic. The application below requests information from LEAs about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts, (3) Specific elements in the LEA Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B. As used in this application, "the LEA" refers to the Grantee defined in the Grant Agreement.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the LEA application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

### **Section I: Assessing Impacts and Needs**

In this first section, LEAs are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the LEA's promising practices in supporting student needs since March 2020.

#### **Indicators of Impact**

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local

assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Academic Impact of Lost Instructional Time</b>	The Wilson Area School District completed a needs assessment using data through the 2020-2021 school year that included student grades, results on benchmark assessments, and feedback from students, parents, teachers, and administrators. We will continue to make decisions based on student data throughout the 2021-2022 and 2022-2023 school years to ensure we address specific learning losses students may have in grades K-12. The lost instructional time resulted in a decrease in student achievement and attainment of grade level skills and competencies. This is evident in student benchmark results and from teacher observations of students beginning levels compared to students prior to the pandemic.
<b>Chronic Absenteeism</b>	During the 2020-2021 school year a direct correlation was seen between chronic absenteeism and student performance. Chronic absenteeism increased during the 2020-2021 school year. Chronic absenteeism is still an issue during the 2021-2022 school year. The District is tracking students with chronic absenteeism and putting in place additional support to reduce absenteeism by addressing underlying issues and then adding academic support.
<b>Student Engagement</b>	Student engagement has been and will be assessed through feedback from students, parents, and staff. The District used the 2021 PAYS Survey to measure student engagement and commitment to school comparing results to 2019 to gauge the change due to the pandemic.
<b>Social-emotional Well-being</b>	The District is assessing social-emotional well-being through both quantitative and qualitative measures. The District analyzed discipline referrals, SAP referrals, quantity of risk assessments, and teacher feedback to help gauge the social-emotional well-being of students. The increase in students receiving mental health counseling has shown a tremendous need in this area.
<b>Other Indicators</b>	N/A

**Documenting Disproportionate Impacts**

2. Identify **at least three student** groups in the LEA that faced particularly significant impacts from the pandemic. For each, provide specific strategies that were used or will be used to identify and measure impacts.

<b>Student Group</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	We have and will be measuring the impact on students with disabilities by determining the rate of IEP goal completion during the 2020-2021 school year, comparison of course grades, results on benchmark assessments, feedback from parents, students and case managers, and attendance.
English learners	We have and will be measuring the impact on EL students by analyzing WIDA scores disaggregating specific components (i.e. EL students showed a drop in speaking and listening categories), comparison of course grades, results on benchmark assessments, feedback from parents, students and teachers,, and attendance in school.
Students from low-income families	We have and will be measuring the impact of students from low income families by assessing attendance, comparison of course grades, results on benchmark assessments, feedback from parents, students and teachers, and SAP referrals.

### Reflecting on Local Strategies

3. Provide the LEA’s assessment of the top two or three strategies that have been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Include at least one strategy addressing **academic needs** and at least one strategy addressing **social-emotional needs**.

	Strategy Description
<b>Strategy #1</b>	The District has provided additional academic support in a variety of ways. The strategy of the academic support was to provide more time for small groups of in-person instruction with struggling students. At the elementary level, providing additional intervention and differentiated instruction through the RTII process has been very effective for all students, but especially for low-income students that may have gaps in their learning due to the pandemic and EL and IEP students who needed more time and opportunity to master foundational skills in reading and math. At the Intermediate and high school levels the district provided additional in-person learning opportunities in the summer and after-school to help address learning gaps and improve core content attainment of academic standards. The additional

	Strategy Description
	time and small group setting and connection with teachers was very impactful, especially for EL and IEP students. These strategies were used to address the academic impact of lost instructional time.

i. **Impacts that Strategy #1 best addresses:** (select all that apply)

- Academic impact of lost instructional time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

ii. If Other is selected above, please provide the description here:

iii. **Student group(s) that Strategy #1 most effectively supports:** (select all that apply)

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

iv. If Other is selected above, please provide the description here.

**Reflecting on Local Strategies: Strategy #2**

	Strategy Description
<b>Strategy #2</b>	One of the many strategies the District used to address social-emotional well being was to increase the in-school and after-school counseling opportunities for students. The District contracted with an outside vendor to provide high-quality student counseling for students through the SAP process.

i. **Impacts that Strategy #2 best addresses:** (select all that apply)

- Academic impact of lost instructional time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

ii. If Other is selected above, please provide the description here:

iii. **Student group(s) that Strategy #2 most effectively supports:** (select all that apply)

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

iv. If Other is selected above, please provide the description here.

**Reflecting on Local Strategies: Strategy #3**

	Strategy Description
<b>Strategy #3</b>	To address chronic absenteeism and to increase student engagement among these students the District is looking to develop attendance support through training an individual to go to the homes of chronically absent students and partnering with parents and students to develop supports to help eliminate the children from being absent in school. Developing individual connections with the student will be key to address social, emotional, behavioral, motivational, and academic concerns.

i. **Impacts that Strategy #3 best addresses:** (select all that apply)

- Academic Impact of Lost Instructional Time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

ii. **If Other is selected above, please provide the description here:**

iii. **Student group(s) that Strategy #3 most effectively supports:** (select all that apply)

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care

- Migrant students
- Other student groups: (provide description below)

iv. If Other is selected above, please provide the description here:

## **Section: Narratives - Engaging Stakeholders in Plan Development**

### **Section II: Engaging Stakeholders in Plan Development**

In this second section, LEAs are asked to provide information on how stakeholders will be engaged in planning for the use of ARP ESSER funds, how stakeholder input will be utilized, and how the LEA will make its LEA Plan for the Use of ARP ESSER Funds transparent to the public—all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

#### **4. Stakeholder Engagement**

Describe how the LEA, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders. **(3,000 characters max)**

(Stakeholders include students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the LEA, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

Teachers and administrators completed a needs assessment to determine the extent of the learning gaps and the grades and disciplines they exist. Also analyzed was the social-emotional and mental health needs of students. Based on these needs assessment a recommendation of a plan of action and use of funds was provided to the various stakeholders at a public board budget committee meeting and excellence in education meeting. Based on the feedback provided the plans were adjusted. The plans have been implemented and will be ongoing. Data on effectiveness of the action plans will be collected and reviewed each quarter and reported to the various stakeholders. If specific actions do not appear to be effective, adjustments will be recommended and shared.

#### **5. Use of Stakeholder Input**

Describe how the LEA has taken or will take stakeholder and public input into account in the development of the LEA Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

Feedback will be requested and taken into account when revising how ARP ESSER funds are then planned to be used. Based on feedback provided at the public board committee meetings, the District's plan for the ARP ESSER funds was revised. Data on effectiveness of the action plans will be collected and reviewed each quarter and reported to the various stakeholders. If specific actions do not appear to be effective, adjustments will be recommended and shared. Through the Comprehensive planning process, the LEA has, is, and will take public input to develop long-range goals and immediate actions to reach those goals. Reducing the learning gap is a primary concern and goal of the District and the action plans will guide the expenditures of the ARP ESSER Funds. The plan will also be reviewed with public comment at an upcoming



school board budget committee meeting.

#### **6. Public Access to LEA Plan for the Use of ARP ESSER Funds**

Describe the process for development, approval, and making public the LEA Plan for the Use of ARP ESSER Funds. The LEA Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

The development of the LEA plan occurred through collaboration of school district staff. The plan was shared with the Comprehensive planning committee and at a public budget committee meeting. The plan will be available for public comment through the District website and in the District office.

## **Section: Narratives - Using ARP ESSER Funds to Plan for Safe, In-Person Instruction**

### **Section III: Using ARP ESSER Funds to Plan for Safe, In-Person Instruction**

In this third section, LEAs are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the LEA plan for the use of ARP ESSER funds, beginning with the minimum 20 percent reservation, to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

**Instructions:** For both (a) the 20 percent reservation to address the impact of lost instructional time and (b) remaining funds, describe the LEA's principles for emphasizing educational equity in expending ARP ESSER funds, including but not limited to:

- Responding to students' academic, social, emotional, and mental health needs, and addressing opportunity gaps that existed before—and were exacerbated by—the pandemic.
- Allocating funding to individual schools and for LEA-wide activities based on student need.
- Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.
- Taking steps 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 ARP ESSER-supported program, in compliance with the requirements of section 427 of GEPA (20 U.S.C. 1228a).
- Attending to sustainability of plans supported by non-recurring ARP ESSER funds beyond the ARP ESSER funding period.

### **7. Plan for 20 percent Reservation to Address the Impact of Lost Instructional Time (Learning Loss)**

How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs? **(3,000 characters max)**

The response must include:

- a. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the LEA has selected, and how the LEA will evaluate the impact of those interventions on an ongoing basis to determine effectiveness.
- b. How the evidence-based interventions will specifically address the needs of student groups most disproportionately impacted.
- c. The extent to which the LEA will use funds it reserves to identify, engage, and support (1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and (2) students who did not consistently participate in remote instruction when offered during school building closures.

The set-aside funds are also designated for development of a synchronous simultaneous online instructional program for students in grades K-8 to incorporate students who wished to remain online with in-person students to ensure high quality equitable instruction for all students but especially for those families who choose to be taught remotely or had to quarantine for a defined time period to ensure no loss of instruction. The effectiveness of this program will be measured through student results of benchmark assessments and course grades. The set-aside funds are also designated to hire two additional elementary teachers to ensure smaller class sizes during the 2021-2022, 2022-2023, and 2023-24 school years, especially those grades with a larger number of students exhibiting higher levels of learning loss. Smaller class sizes allow teachers to better differentiate core instruction based on student needs and mastery of prior learning. The set-aside funds will also be used to address students exhibiting social, emotional, and mental health concerns as a result of the pandemic and impacting student learning. An additional elementary guidance counselor will be hired to address the increases in these concerns among our youngest students. The District will contract for in-school mental health counselors across the District to directly impact students requiring these services, especially for the most disadvantaged students who do not have the resources to obtain outside private mental health counseling. The funds will allow the District to contract a social worker to conduct home visits and interact with families to address those students not attending in-person or participating in remote instruction. The individual will use evidence based strategies with students and families that simultaneously address both learning and social, emotional, and mental health issues that may contribute to the attendance concerns. The programs will be evaluated looking at individual student gains academically, socially, and by attending school on a regular basis.

**8. Plan for Remaining Funds** *(funds not described under the question above)*

How will the LEA spend its remaining ARP ESSER funds including for each of the four fields below, as applicable? **(3,000 characters max)**

- a. Continuity of Services: How will the LEA use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
- b. Access to Instruction: How will the LEA use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
- c. Mitigation Strategies: How will the LEA use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff? Consider the LEA's Health and Safety Plan in developing the response.
- d. Facilities Improvements: How will the LEA use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the LEA's Health and Safety Plan in developing the response.

ARP ESSER funds will be used in the area of continuity of services to provide instructional technology in the classroom to address students' academic needs that are both in-person and remote. This is in the form of hardware and software that improves both instructional delivery

and student learning. A network switch upgrade will also be completed to ensure all students have efficient and quick access to the internet and instructional activities. The funds also are used to maintain four classroom teachers so as not to increase class sizes. In the area of access to instruction, the district will utilize ARP ESSER funds to ensure all students have technology devices to access instruction whether in person or remote. Teachers will also go through Allyship professional development to ensure equitable instructional practices. Teachers will also have PD in the area of blended instruction to ensure remote students have the same high level instruction as in-person to help reduce absenteeism with remote students. The District also will target 8th grade students to develop high interest online courses with in-person support. The District will also contract a social worker to address students that are chronically absent. From the data of chronically absent students in the 2020-21 school year, 80% of chronically absent students were economically disadvantaged. This is a much higher percentage than the student body and will be a focus of the position. In the area of mitigation strategies, other funding predominately addressed this area, but these funds will be used to purchase student masks. The District plans to use ARP ESSER funds for facilities improvement to upgrade HVAC systems at specific buildings with the greatest need.

**9. For LEAs with one or more Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) school only**

Please verify consultation of the [Evidence Resource Center](#) in developing the LEA Plan for the Use of ARP ESSER Funds and provide a justification for any intervention that is not supported by tier 1, 2, 3, or 4 evidence. If the LEA does not include a school with a CSI or ATSI designation, indicate “Not Applicable.”

**(3,000 characters max)**

Not Applicable

**10. 20% Reservation Calculation**

Please enter your ARP ESSER total allocation amount and then click Save.

**\*Please ensure that your 20% (or greater) budgeted amount for Learning Loss is itemized in your Budget.**

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
<b>20 Percent Reservation</b>	4,537,215	20%	907,443

**Section: Narratives - Monitoring and Measuring Progress**

**Section IV: Monitoring and Measuring Progress**

In this fourth section, LEAs are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

**11. Capacity for Data Collection and Reporting**

LEAs must continuously monitor progress and adjust strategies as needed. Describe the LEA’s capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b>	The District will collect and analyze benchmark data using Acadience Reading (K-5), Study Island (3-8), and MobyMax (K-8) including disaggregating for various groups. The District will also analyze course failures at all grade levels each marking period to address students in danger of failing and look at root causes. Teachers will be conducting informal pre-assessments to determine student readiness for instructional content or need for teaching of foundational skills not mastered. Data at the end of the 2020-2021 school year was shared across grade levels in regards to curriculum coverage and mastery.
<b>Opportunity to learn measures (see help text)</b>	The District will collect data on student access to technology with District-owned devices and usage of devices, results of professional development evaluation surveys from teachers on the quality and relevance regarding the effective use of technology PD sessions, results of professional development needs assessments conducted with teachers and paraprofessionals, results of periodic surveys of families and students learning in a remote environment through the District’s online academy, and student focus groups at each level with the Superintendent.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	2.5 created jobs 4.0 retained positions
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	The District will collect data and analyze results regarding participation and outcome for the after school tutoring programs, summer warrior academy, and warrior online academy. When possible the results will be disaggregated by student groups.

**Section: Narratives - ARP ESSER Assurances**

**ARP ESSER Fund Assurances**

Please complete each of the following assurances prior to plan submission:



The LEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the LEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools).



The LEA will complete quarterly Federal Financial Accountability Transparency Act (FFATA) reports and comply with all PDE reporting requirements, including on matters such as:

- How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to LEA support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each LEA's and school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- LEA uses of funds to sustain and support access to LEA-supported early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the FFATA; and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER fund use.



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: (a) the United States Department of Education and/or its Inspector General; (b) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority; (c) the Pennsylvania Department of Education; and/or (d) the Pennsylvania Auditor General, Pennsylvania Inspector General, or any other state agency.



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



The LEA will maintain inventory records, purchase orders and receipts for equipment (over \$5,000) purchased, all computing devices, and 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.



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).



The LEA will conduct its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race; color; national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the LEA must comply with all regulations, guidelines, and standards issued by the United States Department of Education under any of these statutes.



The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA<sup>1</sup>. High poverty schools

are the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

<sup>1</sup>Calculations for Maintenance of Equity: Per Pupil Funding from combined State and local funding = Total LEA funding from combined State and local funding for all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year. Full time equivalent staff = Total full-time equivalent staff in all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year. These calculations should be completed for all schools in the LEA as well as for high poverty schools in the LEA for FY 2021-22 and 2022-23. Reductions must not be greater for high poverty schools than for all schools in the LEA.



The LEA will implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act.



The LEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from underserved racial or ethnic groups and gender groups, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, migrant students, and other groups disproportionately impacted by the pandemic that have been identified by the LEA) as required by section 2001(e)(1) of the ARP Act.



The LEA will develop and make publicly available a Plan for the Safe Return to In-Person Instruction and Continuity of Services, hereinafter referred to as the LEA Health and Safety Plan, that complies with section 2001(i) of the ARP Act. The plan will be submitted to PDE, in a manner and form determined by PDE, no later than July 30, 2021.



The LEA's Health and Safety Plan will include (1) how the LEA will, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date



guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff; (2) how the LEA will ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services; (3) how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC: (a) universal and correct wearing of masks; (b) modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); (c) handwashing and respiratory etiquette; (d) cleaning and maintaining healthy facilities, including improving ventilation; (e) contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments; (f) diagnostic and screening testing; (g) efforts to provide vaccinations to school communities; (h) appropriate accommodations for children with disabilities with respect to health and safety policies; and (i) coordination with state and local health officials.



The LEA will review its Health and Safety Plan at least every six months during the duration of the ARP ESSER grant period and make revisions as appropriate. When determining whether revisions are necessary, the LEA will take into consideration significant changes to CDC guidance on reopening schools and will seek public input and take public input into account.



The LEA's Health and Safety Plan will be made publicly available on the LEA website and must be written in a language that parents/caregivers can understand or be orally translated for parent/caregivers and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability.



The LEA will provide to PDE: (1) the URL(s) where the public can readily find data on school operating status; and (2) the URL(s) for the LEA websites where the public can find the LEA's Health and Safety plan as required under section 2001(i) of the ARP Act; and the LEA Plan for the Use of ARP ESSER Funds.

**Section: Narratives - LEA Health and Safety Plan Upload**

**LEA HEALTH AND SAFETY PLAN**

Please upload your LEA Health and Safety Plan below, and check the assurance indicating that you have completed your upload. Please name the file using your LEA name followed by Health and Safety Plan. example: "**LEA Name-Health and Safety Plan**"

**CHECK HERE** - to assure that you have successfully uploaded your LEA Health and Safety Plan.

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$4,537,215.00

**Allocation**

\$4,537,215.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$5,603.00	2021 Summer Instructional Program Aides Salary Learning Loss set-aside
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$1,408.00	2021 Summer Instructional Program Aides Benefits Learning Loss set-aside
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$2,005.00	2021 Summer Instructional Program Instructional Supplies Learning Loss set-aside
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$5,000.00	Summer Warrior Academy Supplies for WAIS Learning Loss set-aside
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$443,175.00	Technology equipment to provide in-person and remote instruction that include student devices, infrastructure, teacher devices, projectors

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$56,661.00	109 ceiling mounted projectors for elementary classrooms and blended Intermediate School classrooms
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$34,790.00	141 document cameras
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$90,600.00	Samsung computer tablets for benchmark assessments and progress monitoring
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$8,000.00	Equity and Inclusionary practices professional development
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,839.00	Formative Assessment software Learning Loss set-aside
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,625.00	Summer Instructional Program learning software Learning Loss set-aside
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$100.00	student masks
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$67,000.00	2022-23 and 2023-24 Online teacher stipends (salary) Learning Loss set-aside

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$16,920.00	2022-23 and 2023-24 Online teacher stipends (benefits) Learning Loss set-aside
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$103,657.00	Replacement Teacher Salary for online Coordinator due to pandemic (2022-2023 and 2023-2024 school years) Learning Loss set-aside
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$26,178.00	Replacement Teacher Benefits for online Coordinator due to pandemic (2022-2023 and 2023-2024 school years) Learning Loss set-aside
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$11,520.00	Teacher salaries for blended learning professional learning (2022-23, 2023-24 school years)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$2,909.00	Teacher benefits for blended learning professional learning (2022-23, 2023-24 school years)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$9,000.00	Blended learning professional development
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$10,500.00	Online learning science lab resource for 2022-23 and 2023-24 school years Learning Loss

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Function	Object	Amount	Description
			set-aside
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$58,700.00	Teacher salary to reduce elementary class size 2023-2024 Learning Loss set-aside
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$14,700.00	Teacher benefit to reduce elementary class size 2023-2024 Learning Loss set-aside
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$190,000.00	Teacher Salaries 2021-22 school year to maintain class sizes
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$63,297.00	Teacher Benefits 2021-22 school year to maintain class sizes
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$7,850.00	2021 Summer Instructional Program Sp. Ed. Teacher Salaries Learning Loss set-aside
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$3,155.00	2021 Summer Instructional Program Sp. Ed. Teacher Benefits Learning Loss set-aside
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$44,500.00	2021 Summer Instructional Program Teacher Salaries Learning Loss set-aside

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$16,450.00	2021 Summer Instructional Program Teacher Benefits and Aide Benefits Learning Loss set-aside
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$190,000.00	Teacher salaries 2022-2023 school year to maintain class sizes
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$63,297.00	Teacher benefits 2022-2023 school year to maintain class sizes
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$190,000.00	Teacher salaries 2023-2024 school year to maintain class sizes
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$63,297.00	Teacher benefits 2023-2024 school year to maintain class sizes
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$57,628.00	student computers for HS & IS labs (50)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$67,200.00	HS/IS classroom projectors (84)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$81,485.00	Teacher convertible laptops (70)
1100 - REGULAR			

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Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$160,000.00	Student Chromebook Devices (575) 2024
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$139,800.00	Teacher laptops (120) for instruction
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,810.00	Pyschologist laptop computers (2)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$3,800.00	GoFormative Assessment Software 2022-2023, 2023- 2024 Learning Loss set-aside
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$41,562.00	2021, 2023, 2024 Summer Instructional Program MobyMax subscription for all students Learning Loss set-aside
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$10,000.00	Additional salary for blended and online learning supervisor 2023-24 Learning Loss set-aside
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$4,200.00	Additional benefits for blended and online learning supervisor 2023-24 Learning Loss set-aside
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$415,529.00	Blended aide salaries (8) 2022-23, 2023-24 school years Learning Loss set-aside



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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$104,942.00	Blended aide benefits (8) 2022-23, 2023-24 school years Learning Loss set-aside
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$38,955.00	8th grade online courses
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$31,045.00	Teacher Convertible laptops (2020-21)
		<b>\$2,961,692.00</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$4,537,215.00

**Allocation**

\$4,537,215.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

Function	Object	Amount	Description
2700 - Student Transportation	100 - Salaries	\$3,441.00	2021 Summer Instructional Program Bus Drivers Salary Learning Loss set-aside
2700 - Student Transportation	200 - Benefits	\$1,466.00	2021 Summer Instructional Program Bus Drivers Benefits Learning Loss set-aside
2400 - Health Support Services	100 - Salaries	\$3,258.00	2021 Summer Instructional Program Nurse Salary Learning Loss set-aside
2400 - Health Support Services	200 - Benefits	\$1,388.00	2021 Summer Instructional Program Nurse Benefits Learning Loss set-aside
2600 - Operation and Maintenance	600 - Supplies	\$34,000.00	Technology supplies for blended classrooms, access points, and technology installation

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Function	Object	Amount	Description
2600 - Operation and Maintenance	700 - Property	\$139,200.00	Network Switch upgrade
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$35,600.00	Student Mental Health Counselors for in-school counseling Learning Loss set-aside
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$81,000.00	Contracted social worker for home visits and attendance improvement, 2021-22, 2022-23 Learning Loss set-aside
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$1,725.00	2021 Summer Instructional Program Counselor Salary Learning Loss set-aside
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$730.00	2021 Summer Instructional Program Counselor Benefits Learning Loss set-aside
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$590.00	2021 Summer Instructional Program Security Salary
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$250.00	2021 Summer Instructional Program Security Benefits
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$28,000.00	0.5 Salary for Elementary Guidance Counselor (WTES) 2023-24 school years Learning Loss set-aside

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Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$12,000.00	0.5 Benefits for Elementary Guidance Counselor (WTES) 2023-24 school years Learning Loss set-aside
2400 - Health Support Services	600 - Supplies	\$2,715.00	laptop computers (3) for Nurses
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$5,391.00	Professional Development over 2 days for teachers K-8 on MobyMax - 2022-2023 school year
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$1,224,769.00	Upgrade of ventilation systems within District buidings
		<b>\$1,575,523.00</b>	

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**Section: Budget - Budget Summary**

**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>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY</b>	\$1,286,509.00	\$377,598.00	\$55,955.00	\$0.00	\$0.00	\$1,228,815.00	\$0.00	\$2,948,877.00
<b>1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY</b>	\$7,850.00	\$3,155.00	\$0.00	\$0.00	\$0.00	\$1,810.00	\$0.00	\$12,815.00
<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 Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$30,315.00	\$12,980.00	\$116,600.00	\$0.00	\$0.00	\$0.00	\$0.00	\$159,895.00
<b>2200 Staff Support Services</b>	\$0.00	\$0.00	\$5,391.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,391.00

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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>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2400 Health Support Services</b>	\$3,258.00	\$1,388.00	\$0.00	\$0.00	\$0.00	\$2,715.00	\$0.00	\$7,361.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$1,224,769.00	\$0.00	\$0.00	\$34,000.00	\$139,200.00	\$1,397,969.00
<b>2700 Student Transportation</b>	\$3,441.00	\$1,466.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,907.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>\$1,331,373.00</b>	<b>\$396,587.00</b>	<b>\$1,402,715.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,267,340.00</b>	<b>\$139,200.00</b>	<b>\$4,537,215.00</b>
	<b>Approved Indirect Cost/Operational Rate: 0.0000</b>							<b>\$0.00</b>

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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
							Final	\$4,537,215.00