

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 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 District also looked at the needs regarding communication within the buildings and to students and parents. The District also looked at needs in effectively keeping buildings clean to reduce the spread of COVID-19. The District also looked at the needs of families that wish to have their children learn in a virtual environment.

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

Services began during the 2020-2021 school year based on the needs assessment in the area of facilities management. Additional academic services were also provided to students who were struggling in the hybrid or remote environment to provide additional support and instruction. Both after school tutoring and summer learning opportunities were provided. Additional mental health services were also provided throughout the District. Additional services and assistance to students and staff continue throughout the 2021-22 school year based on the specific needs assessment and will continue during both the 2022-2023 and 2023-2024 school years.

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

The District will use a portion of ESSER II funds to support students who wish to remain accessing remote learning. Funds will also be used to help aid the instruction of students that

have to quarantine and access their education in a virtual environment. Professional development will be provided to teachers to help better instruct in a blended environment. A portion of the funds will be used to create a rigorous and engaging asynchronous curriculum at the high school level.

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

The District has a variety of strategies to assess and address student learning gaps as a result of adjusted instruction over the past two academic years. The District will use both benchmark and summative assessments to determine the extent of learning gaps in both groups of students and individual students. Teachers will use a variety of formative and pre-assessments to determine more specific learning loss of specific subject curriculum. The District will provide both after school tutoring and summer learning opportunities for students showing needs for these services. The RTII model will be used within the elementary grades to diagnose specific learning gaps and develop Tier II and Tier III intervention plans for students. Through the use of pre-assessments, instructional gaps from previous years will be determined and addressed within core instruction. During the 2021-2022 and 2022-2023 school years the District will attempt to have smaller class sizes to provide more opportunity for teacher intervention with small groups of students. There is also an increased emphasis on social emotional learning and mental health issues with an increased amount of support for students in this area.

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 District will continue to evaluate the impacts of COVID-19 in relation to education programming and delivery. To help determine the impact of programming and delivery, the District will look at student achievement and areas of learning loss through the use of both benchmark and summative assessments for grade level and groups of students as well as individual students. The District will obtain feedback from students, parents, teachers and administrators on the extent of curriculum delivery and effectiveness of instruction during the 2020-2021 school year. Areas of learning loss will be documented and shared with teachers to plan and prepare remediation and academic interventions with students. Specific focus will be placed on vulnerable student populations such as economically disadvantaged students, students with disabilities, English Learner students, and homeless students. An additional emphasis will be placed on students that are exhibiting social, emotional, and mental health concerns to provide additional support in these areas through counseling and other behavioral health or family services.

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 District has a core set of strategies that have been used to guide the investment of ESSER II funding both during the 2020-2021 school year and then for the 2021-2022 and 2022-2023 school years. A short term strategy was using the various ESSER funds to ensure students had technology devices, access to reliable internet access, and ability to use the technology to access the instruction and instructional activities and resources in order to participate fully in the hybrid or virtual learning environment. Other short term strategies were to ensure the District had the appropriate PPE and was able to provide a safe and clean environment when students were in the buildings. Additional strategies included providing additional counseling and mental health services for students in need. Long range strategies to guide the use of the ESSER II funds include providing a safe environment and learning conditions within the buildings and to and from school. An assessment and analysis of security, cleaning methods, and air filtration will occur to determine additional needs to help guide the long-range use of the ESSER funds. The funds will be used to meet the goals of the Districts Health and Safety plan. The funds will also be used in conjunction with Title I, Title II, other ESSER funds, and local funds to ensure effective teaching and learning within the classrooms, address learning loss, and a continued support to help students' social and emotional needs.

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)

During the 2020-2021 school year the District addressed immediate needs of students exhibiting learning gaps and in danger of failing courses and possibly being retained. The District met these needs through the combined use of after school tutoring during the last marking period, targeted summer learning opportunities, and increased communication with families regarding attendance. During the 2021-2022 school year the RTII process will be used to address student learning gaps at the elementary level through adjusted core instruction to ensure foundational concepts have been mastered before building upon these concepts. The RTII process will also allow time to provide Tier II and Tier III intervention for students with significant learning gaps based on diagnostic assessments. This process will also continue in the 2022-2023 and future school years until the benchmark data shows the learning gaps have been addressed. At the Intermediate School level, additional core instructional time (20%) has been added to the instructional schedule to allow teachers to address learning gaps stemming from adjusted instruction due to COVID-19. Student progress will be monitored through various benchmark assessments during the 2021-2022 school year and in future years. At the high school level, block scheduling was implemented with

Project #: FA-200-21-0489
Agency: Wilson Area SD
AUN: 120488603
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Professional development provided on evidence-based instructional strategies. Teachers will use the increased time to be able to go more in depth on subject matter and identify gaps in learning which they will be able to address. Assessment results will be analyzed with instructional adaptations based on the data.

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)
Wilson Area School District	-(1d) Title II, Part A (Supporting Effective Instruction	Professional development regarding SEL and mental health issues, evidence-based effective instruction, equity, RTII/MTSS evidence based effective strategies, and other activities based on PD needs assessments to supplement Title II funds.
Wilson Area School District	(7) Purchasing supplies to sanitize and clean...	Equipment and supplies to effectively and efficiently keep the building clean and sanitized to reduce the spread of COVID19
Wilson Area School District	(9) Purchasing educational technology...	Purchase of educational technology and support system to increase the use of instructional technology both in the classroom and at home. Provide tools for teachers and students for both in-person and online instruction. Ensuring all students have access to devices and the system is capable of supporting the entire student body. We also will address the effectiveness of safety and security technology. Providing ceiling mounted projectors to aid instruction and help to create

Project #: FA-200-21-0489
Agency: Wilson Area SD
AUN: 120488603
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

LEA Name	Allowable Usage of Funds	Description (1000 max characters)
		blended classrooms to provide both in-person and remote instruction simultaneously. Technology to provide instruction to students that were required to quarantine.
Wilson Area School District	(10) Providing mental health services and supports.	Providing additional support personnel to address student mental health needs. Provide supplies and resources to aid the instruction of social and emotional health.
Wilson Area School District	(11) Planning and implementing activities related to summer learning...	Providing after-school tutoring and social/emotional building activities.
Wilson Area School District	(12) Addressing learning loss among students...	Providing staff and resources to address learning loss in all subjects. Provide specific assessments and progress monitoring to be diagnostic in the District's approach. Provide technology to complete these assessments for both in-person and remote learning students. Providing STEM curricular resources to address learning loss in math and science. Salary and benefits of teachers, aides, counselors, and interventionist to reduce learning loss during the 2021-2022 school year.
Wilson Area School District	-(12b) Implementing evidence-based activities.....	Professional development for teachers to implement evidence based instructional strategies within the classroom
	(14) Projects to improve the	Replacement of air filters in all buildings to improve air quality

Project #: FA-200-21-0489
Agency: Wilson Area SD
AUN: 120488603
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

LEA Name	Allowable Usage of Funds	Description (1000 max characters)
Wilson Area School District	indoor air quality in school facilities...	and air circulation to reduce the likelihood of COVID-19 spread
Wilson Area School District	(15) Other activities that are necessary...	Additional 72 passenger buses to increase physical distancing. Salary and benefits for an additional elementary teacher to reduce class size to aid in reducing the learning loss that occurred during the altered instruction in the 2020-2021 school year due to COVID-19. Cost to provide free lunches to students in both in-person and remote environments.
Wilson Area School District	(6) Training and professional development...	Purchase of PPE supplies for students and staff

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

Project #: FA-200-21-0489
Agency: Wilson Area SD
AUN: 120488603
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

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

\$2,243,136.00

Allocation

\$2,243,136.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$77,667.00	Math textbooks and resources for academic recovery
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$7,373.00	Teacher professional development for blended instructional practices
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$5,250.00	Online lab resource to be used for students being instructed online and in-person
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$2,453.00	supplies for students to assess instruction when having to quarantine
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$17,238.00	Professional development for teachers using evidence-based instructional strategies to engage students

Project #: FA-200-21-0489
Agency: Wilson Area SD
AUN: 120488603
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$1,800.00	Professional development for teachers using evidence-based strategies to teach in an online blended environment
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$152.00	Singer masks for use in chorus
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,521.00	Supplies to assist testing in an online environment (headphones, bluetooth headsets, cases for tablets, etc.)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$525.00	Online subscription to aid in the teaching of music in an online environment
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$2,000.00	Salary for tutoring a medically fragile student due to inability to attend school due to COVID-19
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$120,000.00	Elementary STEM curricular materials to address learning loss and incorporate evidence based instructional strategies
1100 - REGULAR PROGRAMS – ELEMENTARY /	100 - Salaries	\$649,000.00	Salary for teachers, aides, guidance, and interventionists to provide academic

Project #: FA-200-21-0489
Agency: Wilson Area SD
AUN: 120488603
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Function	Object	Amount	Description
SECONDARY			recovery for the 2021-2022 school year
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$276,000.00	Benefits for teachers, aides, guidance, and interventionists to provide academic recovery for the 2021-2022 school year
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$54,000.00	Salary for additional 0.5 elementary guidance counselor for 2022-23 and 2023-24 school year
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$23,000.00	Benefits for additional 0.5 elementary guidance counselor for 2022-23 and 2023-24 school year
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$5,000.00	Technology devices (i.e. document cameras) to provide asynchronous instruction for remote students at the high school
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$157,200.00	Salary for additional elementary teacher to reduce class sizes to increase physical distancing for 2021-2022, 2022-2023, 2023-2024 school years
1100 - REGULAR			Benefits for additional elementary teacher to reduce class sizes to

Project #: FA-200-21-0489
Agency: Wilson Area SD
AUN: 120488603
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$68,400.00	increase physical distancing for 2021-2022, 2022-2023, 2023-2024 school years
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$60,300.00	(109) ceiling mounted projectors in all elementary and intermediate school classrooms for both blended and in-person instruction
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$89,600.00	Samsung tablets for all elementary teachers to use for benchmark and diagnostic assessments and for remote instruction for students who are in quarantine for COVID-19.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$11,512.00	Supplies needed to install ceiling mounted projectors and create blended classrooms
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$525.00	LanSchool Air to monitor student chromebooks in the remote environment for blended classrooms in the 2021-2022 school year
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$155,000.00	Replacement of student technology devices for three grades in 2022-2023 school year

Project #: FA-200-21-0489
Agency: Wilson Area SD
AUN: 120488603
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

		\$1,785,516.00	
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Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$2,243,136.00

Allocation

\$2,243,136.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2600 - Operation and Maintenance	600 - Supplies	\$35,000.00	PPE and sanitation and cleaning supplies to reduce the spread of COVID-19 within the buildings
2600 - Operation and Maintenance	700 - Property	\$19,000.00	(2) Tomcat Carbon Traction Scrubbers needed to provide effective and efficient cleaning to prevent the spread of COVID-19
2600 - Operation and Maintenance	600 - Supplies	\$15,220.00	Replacement air filters for all buildings to improve air flow and prevent the spread of COVID-19
2400 - Health Support Services	600 - Supplies	\$500.00	Face masks for students and staff
2400 - Health Support Services	300 - Purchased Professional and Technical Services	\$1,900.00	Contracted nurse to be used between buildings to help with increase precautions

Project #: FA-200-21-0489
Agency: Wilson Area SD
AUN: 120488603
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Function	Object	Amount	Description
			with COVID-19
2600 - Operation and Maintenance	600 - Supplies	\$2,200.00	Water bottle fill stations and water bottles for students to decrease spread of viruses in water fountains
2600 - Operation and Maintenance	600 - Supplies	\$1,000.00	Floor markings to help ensure social distancing in hallways and classrooms
2800 - Central Support Services	600 - Supplies	\$2,183.00	laptops needed to provide support services for administrators when working in remote environments
2600 - Operation and Maintenance	400 - Purchased Property Services	\$2,125.00	Stage rental to ensure social distancing for graduation ceremony due to COVID-19
2700 - Student Transportation	700 - Property	\$193,482.00	(2) 72-passenger school buses to increase physical distancing of students when transporting
3100 - Food Services	300 - Purchased Professional and Technical Services	\$168,000.00	Additional costs to provide food service in the hybrid environment and to provide lunches for students in the online environment

Project #: FA-200-21-0489
Agency: Wilson Area SD
AUN: 120488603
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

Function	Object	Amount	Description
3100 - Food Services	300 - Purchased Professional and Technical Services	\$9,000.00	Student nutritional snacks to accompany after-school tutoring and SEL programming
2600 - Operation and Maintenance	600 - Supplies	\$2,500.00	Computer for critical communications system to operate across District to improve safety and security for all students and staff
2600 - Operation and Maintenance	600 - Supplies	\$5,510.00	Material to create whiteboards in various classrooms in order to use ceiling mounted projectors for both in-person and remote students
		\$457,620.00	

Section: Budget - Budget Summary

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

Budget

\$2,243,136.00

Allocation

\$2,243,136.00

Budget Over(Under) Allocation

\$0.00

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$885,200.00	\$344,400.00	\$26,411.00	\$0.00	\$0.00	\$529,505.00	\$0.00	\$1,785,516.00
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								

Project #: FA-200-21-0489
Agency: Wilson Area SD
AUN: 120488603
Grant Content Report
Elementary And Secondary School Emergency Relief Fund (ESSER FUND)

	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	\$1,900.00	\$0.00	\$0.00	\$500.00	\$0.00	\$2,400.00
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	\$2,125.00	\$0.00	\$61,430.00	\$19,000.00	\$82,555.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$193,482.00	\$193,482.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,183.00	\$0.00	\$2,183.00
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	\$177,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$177,000.00

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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
	\$885,200.00	\$344,400.00	\$205,311.00	\$2,125.00	\$0.00	\$593,618.00	\$212,482.00	\$2,243,136.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$2,243,136.00