

ESSER I

During the COVID-19 closure, the Pequea Valley educators created “new learning” opportunities for all K-12 learners. These opportunities allowed learners to build on previously learned skills and concepts in order to successfully learn “new material” utilizing a variety of modalities. Pequea Valley continued to monitor PDE’s guidance and implemented a structure that was best for the Pequea Valley community. Starting with phase III, the engagement was utilized to document attendance. The grade level teams, grade band teams, and content area departments met to conduct an audit of the learning that occurred since March 13th in this format. This information was be utilized to adjust the scope and sequence of each area’s respective learning continuum in order to gap fill the learning that hasn’t occurred yet.

The district is a K-12 Apple device one-to-one environment; however, our data is showing that there is a percentage that either do not have wifi access or the access they do have is not allowing multiple learners in a house to access effectively at the same time. Through logging facilitator/teacher communication on google docs, district wide surveys to learners, parents/guardians, facilitators/teachers and admin we have compiled the strengths and needs to consider and allot funds to as we strategically plan for multiple scenarios throughout the year. All learners K-12 received a diagnostic learning assessment within the first two weeks of school to clearly identify their zone of proximal development learning level to target. As it pertains to preparing for a safe environment for all learners and staff to return to, we studied and evaluated the state and CDC guidelines to acquire all the needed supplies.

Pequea Valley has consulted with both the public and non-public administration and sent out the request to participate in the CARES funds in accordance with PDE guidelines. The district has chose not to offer summer school as typically had occurred, due to the uncertainty of the COVID-19 status but will continue to supply virtual and paper (as needed) learning reinforcement resources to all learners to access. The district also added three additional professional development days in August to utilize to plan for the scenario. In August the district provided professional development for staff; these trainings not only targeted planning for the instruction that was needed to occur but also all the mandates and processes that were needed to be followed per CDC guidelines.

Pequea Valley will utilize funds to support the following goals: Utilizing the district issued iPad and MacBook Air laptops per the district’s one-to-one technology initiative. The district website will house all links to necessary resources. The Learning Management System utilized will be a combination of Google Drive and Schoology. Google Hangouts will be utilized for communication. Facilitators have received instruction to use Google Meet when videoconferencing with learners and in cases where they must meet one-on-one with learners for direct instruction, facilitators should record their Google Meet session. Social workers are reaching out to households that are in need of internet access. Options available to support them include: Comcast’s Internet Essentials program (6 months of internet service is being paid for by the Steinman Foundation for families who qualify) or mobile wifi hotspots that were ordered through the district’s mobile provider. Professional development was also provided from the IU specific to learning how to be an effective on-line teacher. Translation services for learning and correspondence are and were provided as needed. Curriculum writing time was carved out to create a flipped classroom environment by recording lessons and how to videos for standards.

The school district aligns with the “Mass Customized Learning” philosophy per Chuck Schwahn and Bea McGarvey’s guidance from the book Inevitable. This is the 8th year the district has adhered to this vision. As we progress through and out of the pandemic, this has allowed the district to create a K-6 fluid learning continuum utilizing the platform “Schoology” that will track literally each learners Zone of Proximal Development (ZPD) learning level per the PDE SAS state standards. This allows the district to group learners per the ZPD and assign activities accordingly. The 7-12th grade is scheduled in a way to MCL for learners and track their path through portfolios and mentors to their post-secondary “First Choice”. The district has adopted and implemented the diagnostic assessment NWEA Map toll for K-6 and the Renaissance STAR tool for 7-12 that specifically identifies what each learner knows and is ready to learn. This data is triangulated with DIBELS, PVAAS, PSSA, Keystone data. Each grade level, grade bands and departments utilize this data to group and assign learning instruction tracking their growth by administering the assessments multiple times throughout the year. The Title I funds support 6 reading specialists, and 20 tutors district wide that support the process of meeting each learner at their ZPD and growing them from there.

The district will audit the learning continuum and evaluate the scope and sequence needed adjustments going into 20-21. The multiple assessment tools described in prior section, will be administered to specifically outline the status of each learner on the continuum per the PDE SAS standards. During the closure the district submitted three phases that transitioned from optional learning to allow for teachers, learners and families to become acclimatized to required learning with new learning progressing on the continuum. The following are exerts from the most recent CoEd plan Phase III addressing the second and third bullet point: PVSD has contacted all families through a survey, two district letters, social media, and alert now messaging system to provide technology devices. The district has partnered with local churches and businesses to open up their internet for guest access in this time of need for our families. The district has also communicated with families asking that they could be a good neighbor and give internet guest access to other families in the community. Increased guest internet access for community members, information has been disseminated about Comcast, Blueridge and Penntel Data providing open internet service in the district. Social workers are assisting families

with access of internet through cell phone providers or finding alternate services that the school district can support with additional funding. An interpretation service has been provided for learning facilitators/teachers who will need to connect with families. PVSD waived the technology coverage fee so that was not a burden for families. The district is partnering with the Pequea Valley Education Foundation for a monetary grant which will be used to assist families with internet accessibility. Special Education learning facilitators/teachers and related service providers will provide Direct Instruction and Tele-therapy opportunities per above plan Emotional Support: Emotional support learning facilitators/teachers will be providing Direct Instruction activities for learners to complete each week. Related Services (OT, PT): The district is working closely with providers from PTS to develop tele-therapy activities for the learners. Speech or Language Support: We will have a speech/language pathologist who will be providing tele-therapy for the learners to complete each week. ELD learning facilitators/teachers will collaborate with regular education and special education learning facilitators/teachers to provide new learning opportunities per above plan. ELD learning facilitators/teachers will create lessons for learners and add additional resources for families to their Google or Schoology platform.

The CARES funding has been utilized for the 19-20 school year budget to meet any shortfalls that occurred. The focus will be in supporting the above-described programming for the 20-21 school year. The district will be considering transferring funds from Title IV and utilize that flexibility. The grants will follow our UGG guidelines and be in line with the district comprehensive plan, performance goals within the district strategic overall vision.

The district utilizes the Doug Reeves data analysis cycle to continue to evaluate each learner's Zone of Proximal Development level. This will be absolutely be critical as we progress and evaluate the long-term learning gaps and utilize resources and funds to provide instruction and the district pillar APPS to drill down to each learner's needs. We will also be evaluating the course sequences, scheduling of support staff to where the needs are.

Usage of Funds:

(1) Any activity authorized by the ESEA of 1965.

(d) Title II, Part A (Supporting Effective Instruction)

(i) Subtitle B of Title VII of the McKinney Vento Homeless Assistance 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 the respond to COVID-19.

(3) Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

(5) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

(6) Training and professional development for staff of the local educational agency on sanitation

(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 learners, how to provide technology for online learning to all learners, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure 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 learners who are served by the local educational agency that aids in regular and substantive educational interaction between learners and their classroom instructors, including low-income learners and learners 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 learners, learners with disabilities, English learners, migrant learners, learners experiencing homelessness, and children in foster care.

(12) 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.

LEA Name	Allowable Usage of Funds	Option (1) Subpart	Description
PVSD	(1) Any activity authorized by the ESEA of 1965...	(d) Title II, Part A	Supplement the Title II funding to cover staff salaries and benefits due to the decrease in funding and wanting to sustain learning in those schools
PVSD	(1) Any activity authorized by the ESEA of 1965...	(i) McKinney-Vento	Assist with any homeless student needs during COVID