

SECTION 1: PROGRAM SUMMARY STATEMENT

A program to strengthen Pittsburgh Public Schools' capacity to meet the ongoing challenges of COVID-19 via procurement of supplies that prevent and mitigate its spread and establishment of partnerships that address its short- and long-term impact on the mental and physical health of our students, staff and families.

SECTION 2: PROGRAM DESCRIPTION

The following series of questions are required by the ESSER funding.

- 1. Please explain how the District will determine its most important educational needs as a result of COVID-19.**

Pittsburgh Public Schools (PPS) will continue to examine previous data, including state and district data for all schools, as well as observational data and areas of challenge for schools that have been identified for Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support and Improvement. This examination will be coupled with the review of standards and learning addressed throughout implementation of an online/hybrid educational delivery model over the 2020-21 school year to determine the educational needs moving into the summer and fall of 2021.

- 2. Please explain the District's proposed timeline for providing services and assistance to students and staff in both public and nonpublic schools.**

The district's timeline for providing continuity of education services has been in motion since schools closed in March 2020. PPS is now planning for a transition from remote learning to hybrid learning in the second semester of the 2020-21 school year (which starts on January 27, 2021). In support of this transition, we intend to purchase the supplies identified in section 6 below as soon as our grant has been approved. Implementation of our Changing Minds K-12 program (see section 6) will begin in February 2021 and conclude in September 2022.

The timeline for providing services to non-public schools will begin after PCCD grant approval and subsequent to PPS Board approval of our contract with the Pittsburgh/Mount Oliver Intermediate Unit 2 (IU2) for the management of non-public school ESSER services. Please note: PPS and IU2 share a Board and enter annually into intergovernmental agreements for IU2's management of the district's federal non-public school equitable share funds, including those allocated through the Title I program.

3. Please explain the extent to which the District intends to use ESSER funds to promote remote learning.

While we don't intend to use PCCD administered ESSER funds to promote remote learning, we are using a significant portion of our PDE administered ESSER funds to purchase the technology necessary for continuity of education: laptops, iPads, hotspots and content filters for use by both students and staff. PDE ESSER funding is also being used to compensate instructional staff for their participation in professional development on improving instructional practice with a focus on teaching and learning in a virtual environment.

4. Please describe how the District intends to assess and address student learning gaps resulting from the disruption in educational services.

The district will continue to administer the NWEA MAP assessment to determine student growth in reading, mathematics, and science at least twice a year. An additional review of the standards addressed during the 2020-21 school year will be used to determine the essential skills students will need to be successful at the next grade level. Classroom data provided by teachers and support staff will also be reviewed to identify gaps in student learning. The standards are infused in the district's curriculum, enabling teachers and support staff to re-engage or enrich learning based on individual student needs through multi-tiered systems of support. PPS is also exploring ways to identify and further support students beyond the school day, including but not limited to after-school programs, additional supplemental resources, and/or Saturday School.

Note: PPS provided online instruction exclusively through the first semester of 2020-21. At this time, there is a tentative plan to begin implementation of a hybrid instruction model on January 27, the start of the second semester. Carrying out that plan is dependent upon the PCR percent positivity and the incidence rate of the virus in Allegheny County. The district continues to monitor this closely.

5. Please describe the District's proposed procedures for evaluating local COVID-19 impacts in relation to education programming and delivery.

Areas of emphasis may 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.**

PPS will review attendance and technology usage data to identify students who had limited to no engagement with online instruction and will need additional support. A comprehensive review of Individualized Education Plans, Gifted Individualized Education Plans, and English Language Learner (ELL) support will be conducted to determine additional needs based on the loss of learning during the 2020-21 and 2021-22 school years. This information will be used to determine extended learning opportunities in the summers of 2021 and 2022. The PPS Continuity of Education Plan will be continuously adjusted to ensure appropriate supports for ELL students and those receiving special

education. Supports will continue to be provided, including technology devices (laptops, Chromebooks, iPads, hotspots, and internet access); instructional packets that provide adaptive and scaffolded lessons to further support our most vulnerable students; and access to teachers and/or support staff throughout the remote learning day via the Microsoft Teams platform or conference line, Schoology, Google Classrooms, or Blackboard. In addition, PPS will continue to administer the NWEA MAP assessment to determine student growth in reading, mathematics, and science at least twice a year to provide multi-tiered systems of support.

6. Please describe the District's core set of strategies that will be used to guide local investment of CARES funding, associated with short-range (i.e., remainder of the 2019-20 school year) and long-range (2020-21 and 2021-22 school years) time horizons.

These strategies may entail:

- **The establishment, scale-up, refinement, or evaluation of remote learning;**
- **School-based teaching and learning responsive to conditions related to the pandemic;**
- **Use of one-time CARES funding to support these initiatives; and**
- **Use of CARES funding with other federal funding, including enhanced Title IV flexibility, to ensure strategic and sustainable use of one-time funds.**

PPS is fortunate to have received prior CARES Act funding through both PCCD and PDE. Thus, this ESSER funding will support needs that are still outstanding: PPE (gloves and masks); cleaning supplies (disinfectant dispensers and solutions and a wipes system); HEPA air purifiers to be used in school nurse offices, isolation rooms and main offices of each school building; and head-lamps for the district's dental hygienists, which will enable them to perform dental screenings with minimal touching of a student's mouth.

An additional unmet need is support for mental health and other health services and supports, which, as we transition to hybrid learning and, ultimately, brick-and-mortar school settings, will be critical to our ability to address the trauma associated with COVID-19. We will use these ESSER funds to support a partnership with UPMC Children's Hospital of Pittsburgh (CHP) for the continued implementation of Changing Minds K-12, an initiative that guides schools to examine and integrate trauma-sensitive policies and practices to foster safe and supportive learning environments for all students. Through this partnership, we intend to align all mental health and trauma-related services and programs for students and staff under one umbrella that is strength-based, evidence-informed, and equity-focused, while implementing policies that enable long-term sustainability in these practices. A fuller description of the Changing Minds program is included in the Attachments.

7. 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.

PPS will continue to administer the NWEA MAP assessment to determine student growth in reading, mathematics, and science at least twice a year. An additional review of the standards addressed during the 2020-21 school year will be used to determine the essential skills students will need to be successful at the next grade level. Teachers and school support staff will also provide feedback and guidance in the evaluation of strategies and supports concerning student learning gaps. Additionally, PPS will continue*

to engage multiple stakeholders in the review and assessment of remote learning, summer learning, extended school year, and the district's plans for reopening.

*PPS engaged in a comprehensive planning process to prepare for the 2020-21 school year. The plan, "All-In to Reopen Our Schools," was developed by 14 subcommittees, composed of a cross-section of stakeholders, including district staff, parents, community organizations and institutions. All-In provided recommendations in five key areas: (1) School operations for a safe and healthy environment- keeping staff and students safe in the event school resumes in a brick and mortar building; (2) Professional development to bolster professional practice as it relates to providing virtual learning; (3) Family support and well-being - providing social emotional supports, especially given the current environment in our country and the additional stressors this presents; (4) Communications, outreach and Community coordination; and (5) Academic programming and instructional support. To learn more about the recommendations made by the All-In subcommittees, please visit <https://www.pghschools.org/Page/5469>.

SECTION 3: PROGRAM ACTIVITIES

1. Please select all categories that apply to your application:

- (1) Purchasing of cleaning and sanitizing products that meet the Centers for Disease Control and Prevention or Department of Health criteria.
- (2) Training and professional development of staff on sanitation and minimizing the spread of infectious diseases.
- (3) Purchasing of equipment, including personal protective equipment, thermometers, infrared cameras and other necessary items.
- (4) Modification of existing areas to effectuate appropriate social distancing to ensure the health and safety of students and staff.
- (5) Providing mental health services and supports, including trauma-informed approaches for students impacted by the COVID-19 disaster emergency.
- (6) Purchasing educational technology for distance learning to ensure the continuity of education.
- (7) Other health and safety programs, items or services necessary to address the COVID-19 disaster emergency

2. If you selected Subsection (7) as an activity area, please select from this list which eligible activities allowed by ESSER funding you are implementing:

- Any activity authorized by the ESEA of 1965.
- Coordination of preparedness and response efforts with relevant agencies to improve coordinated responses to prevent, prepare for, and respond to coronavirus.
- Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.
- 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.
- Planning for and coordinating during long-term closures.
- Planning and implementing activities related to summer learning and supplemental afterschool programs.

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.

3. Provide a description of the items/activities supported through the budget that link directly to the activity/activities selected above.

Category 1: backpack electrostatic sprayers to be housed and used in larger school facilities; intermittent disinfectant solutions (40L, 23A, 25A, 34A) to be used in electrostatic sprayers and trigger spray bottles; and a wipes system (for the provision of wipes in every classroom) that enables the customization of ready-to-use wipes using the consumer's preferred disinfectant.

Category 3: HEPA air purifiers to be used in school nurse offices, isolation rooms and main offices of each school building; high-performance disposable gloves (vinyl, latex-free); adult-size 100% cotton "smile masks," face masks with a clear panel and adjustable straps; head-lamps, which will enable dental hygienists to perform dental screenings with minimal touching of a student's mouth; N95 masks for nurses to use these when assisting students who report to school and are discovered to have symptoms, have been potentially exposed or are COVID positive.

Category 5: A contract with UPMC Children's Hospital of Pittsburgh (CHP) on the continued implementation of Changing Minds K-12, an initiative that guides schools to examine and integrate trauma-sensitive policies and practices to foster safe and supportive learning environments for all students; compensation for school staff for their participation in Changing Minds training; supplies and printing of Changing Minds materials; rental fees for the training venue; and stipends for staff serving as Changing Minds program leaders at each school.