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?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	As a result of the pandemic, many students show deficits in progression of math skills based on Star data. Teachers in grades k-6 have reviewed classroom data based on performance of focus skills to identify where they need to focus more of their instruction. All K through 12 teachers are revising their math instruction to accelerate learning. Upon reentry to school, all students in grades k-3 were administered the Dibels Next Reading assessment. All k-6 students were administered the STAR Reading assessment. Data from these assessments determined which students received focused remediation and/or additional supports in reading instruction. K-6 staff reviewed classroom STAR data to ID focus skill areas in which 50% or more of their students needed retaught.
Chronic Absenteeism	Chronic absenteeism is always a concern; however, the pandemic has perpetuated behaviors associated with chronic absenteeism. As a district, our social workers work closely with families to assist them in the home. Our principals and teachers foster positive relationships both in and out of school. The district partners with community agencies that assist with breaking down barriers that prevent students from attending school. Mentors are employed to work with the most difficult cases. MTSS is implemented to support children and work with guardians.
Student Engagement	Throughout the pandemic, staff connected with students and families to gage readiness to learn and assist with any struggles families and students had. Upon reentry, these connections continue. Principals, social workers, and school resource officers work closely to provide ongoing supports to identified students and families that struggle due to the pandemic. Teachers and counselors are the frontline for conveying these needs to administration.
Social-emotional Well-being	We surveyed our k-12 counselors, social workers, and administration to gage SEL needs among staff, students, and families. For the 21-22 school year, we surveyed the k-12 teaching staff to determine their mental health needs and those of their students. All staff received trauma informed training prior to the pandemic. The invaluable resources and skills learned from these trainings were used during the pandemic. Teachers worked in conjunction with school counselors and social workers to assist students exhibiting mental needs. New staff will receive this training and we will provide refresher sessions to all k-12 staff over the next few years. Additionally, since our ELL population has grown, we will have specific staff SEL training for working with families of ELL students. Our school resource officers receive SEL training specific to their role.
Other Indicators	

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.

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])	Data from -Dibels Next & STAR Reading, classroom assessmentsDirect communications with families and students, staff survey resultsDistrict math Star data and classroom data.District absenteeism data
Students from low-income families	Data from -Dibels Next & STAR Reading, classroom assessments, Read Well assessment Direct communications with families and students, staff survey resultsDistrict absenteeism dataDistrict math Star data and classroom data.
Students experiencing homelessness	Data from -Dibels Next & STAR Reading, classroom assessments from Pearson Ready GenDirect communications with families and students, staff survey resultsDistrict math Star data and classroom data.District absenteeism data
Children and youth in foster care	Data from -Dibels Next & STAR Reading, classroom assessmentsDirect communications with families and students, staff survey resultsDistrict math Star data and classroom data.District absenteeism data
English learners	Data from -Dibels Next & STAR Reading, classroom assessments Direct communications with families and students, staff survey resultsDistrict math Star data and classroom data.District absenteeism data

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
Strategy #1	Used the Renaissance Learning PA Focus Skills document to revise our ELA and math curriculum k-12.

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
Strategy #2	Implemenation of revised SWPBIS systems k-12 to foster positive and safe learning environments

    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
Strategy #3	Offering a k-12 virtual learning option for the 21-22 SY.

   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.)

Google surveys to all k-12 staff (different survey for each group: teachers, union representation, counselors/social workers/school psychologists, administrators, parents) 2. District policy- cannot survey students (receiving permission from school board to survey small groups of students) 3. Stakeholder input from parents and community leaders via Zoom meetings. Input provided from these groups is used to determine the top priorities for students, families, and staff. Information is used to determine staff professional development, academic need, mental health/social and emotional needs of students and staff. Feedback allows the district to select the best OST providers that align to our after school and summer programming needs. The district seeks feedback throughout the year to assess program needs and success.

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)**

The district surveyed all K through 12 teachers, administrators, school counselors, social workers, school psychologist to receive input on developing this plan. A select group of students and parents will be surveyed soon once we receive approval from our school board. Input from service has been very specific on the social and emotional needs of students and staff, suggestions for positive after school programming and how to expand our summer programming options for more students. Additionally, they have provided input on how we can provide programming for parents in connection with community resources. As a district we are working together to determine how best to meet the needs of all students and families. Input from our educational liaisons at the state level and the intermediate unit have provided us

guidance and suggestions for OST providers, resources, and assessments.

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 district developed this plan after assessing our initial efforts to accelerate learning due to the pandemic. We gathered input from teachers, administrators, counselors, school social workers, psychologists, parents, local association representation, ESL teachers, homeless liaison, OST providers. Intermediate Unit liaisons, business manager, and indirectly, students regarding the impact of the pandemic on student learning and SEL. Administrators and teachers reviewed extensive data and provided input for academic supports, potential PD opportunities, and SEL resources for staff and students. As with previous ESSER Funds, the school board is presented the plan and given the opportunity to ask questions and provide input. Since most have children in our schools, they also serve as parent liaisons. The district's plan is posted for public comment on the district website and emailed to all families and staff. Hardcopies are available in our school offices and district office. For our ESL families, the plan is provided to them in their native language.

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 district uses multiple sources of data to identify skill deficits. We used this data to align the k-12 ELA and math curriculum to focus skill areas based on the Star assessment identified by Renaissance Learning. In classrooms, administrators ensure teachers follow strong evidence-based teaching practices such as having clear lesson plan goals aligned to focus skills/standards, scaffolding material, checking for understanding, providing plenty of practice, teaching to mastery, instructing and assessing students using research-based resources (i.e. Fundations, Read Well, Illustrative Math, Spring Math, Ready Gen, My Perspectives). Teachers use small group instruction throughout the k-6 level to assist with remediation. Academic coaches at the k-8 level assist struggling students acquire ELA and math skills. We will add high school math coaches in the next school year. Our k-8 ELA staff is being trained in the science of reading. Title I, ELL, academic coaches, and special education teachers provide a double dose of reading instruction to our neediest learners. Our long-range plan is to continue training staff on the science of reading, metacognition, and how to teach strategies for learning as opposed to just content. We offer and will continue to expand after school and summer programming to accelerate learning in ELA and math. Our summer STEM camp assists students in grades k-8 to acquire math and science skills while engaging in collaborative projects. The summer literacy and math camps will expand in future years to continue assist students with acquiring skills in reading and math. K-12 After school tutoring in core subject areas began this year and will continue in future years. There are many academic clubs available to all students and we will work with school counselors and teachers to expand offerings. Our staff has excellent k-12 communication and connections to families. We have SWPBIS systems in all k-12 buildings (many with fidelity). The district maintains strong and positive community partnerships. Our students who remain virtual have regular check ins with counselors and district administrators. They are able to participate in all after school offerings. Our ELL and special education students have strong connectiosn to our social workers and counselors. The district is using data from: the needs assessment survey, student attendance, staff and parent surveys, student input via school counselors, and disciplinary data to ID our major concerns impacting student success.

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.

The district is using data from: the needs assessment survey, student attendance, staff, and parent surveys, building climate surveys, and student input via school counselors. The district maintains positive and strong community partnerships and relationships with local law enforcement and magisterial district employees. District concerns caused by the pandemic focus on student motivation/apathy toward school (secondary level), inability of students to focus on tasks (k-12), an increase in students acting out due to a lack of coping skills/resiliency, teacher stress and their ability to manage classes, and teachers "burning out". As a district we are engaged in conversations with our building stakeholders to determine each building's unique needs and deficits to ensure we address our most at- risk and underserved populations Our goal is k-12 equity in all areas. We continue to amend building SWPBIS systems so more receive the fidelity designation, knowing our programs meet the Center on PBIS criteria. The district is exploring our current SEL programs such as Second Step to determine how to reach more students and to address trauma caused by the pandemic. We will use ESSER funds to train more staff in trauma informed practices and to explore the best resources to address the specific needs for each grade band of students. Additionally, the district is seeking more mental health services for families and students and setting aside ESSER funds to train more staff on best practices for identifying students and colleagues who may exhibit mental health issues. Addressing staff self-care is vital to retaining our exceptional staff. We will use ESSER funds for staff wellness. Connecting families in a timely manner to community based mental health services is paramount. Since the pandemic, the district is experiencing an influx of ELL students. We will use ESSER funds to address their unique needs as well as the needs of families experiencing homelessness due to the pandemic. Additionally, funds will continue to support our summer and weekend food programs. ESSER funds are used to continue upgrading our building ventilation systems to help with mitigation efforts and to support our enhanced cleaning protocol. Finally, our technology department is using ESSER funds to upgrade all k-12 classrooms and buildings to ensure both the hybrid and virtual students receive the same high-quality instruction as our in-person learners.

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)
20 Percent Reservation	4,168,422	20%	833,684

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:

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	k-12 data collection for core subject areas ELA and math using formative and summative assessments. Quarterly review of data occurs by all teachers and admininstrators. The district disaggregated data by gender, ethnicity, and special populations.
Opportunity to learn measures (see help text)	Parent and staff survey results will guide how we use technology and determine accessibility for our students. Student input through discussions with their counselors and teachers will allow us to determine how to move forward with addressing technology needs of our students. The district will provide ongoing professional development in the area of technology for all staff as needed to ensure they are instructing our students and communicating with families to the best of their ability
Jobs created and retained (by number of FTEs and position type) (see help text)	Retained positions- 3 AmeriCorps positions at the k-3 level and 2 new positions at the 7-12 level
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Particiaption in summer and after school programs is tracked via online enrollment reports. parent and students surveys are at the end of each program to determine effectiveness and interest for the future. Students in these programs are tracked by their teachers and administrators via both formative and summative data.

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.**

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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[1]. 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.

[1]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

$4,168,442.00

Allocation

$4,168,442.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	300 - Purchased Professional and Technical Services	$300,000.00	instructional set aside - accelerating learning 6 AmeriCorps positions each year from 21-24
1000 - Instruction	100 - Salaries	$30,000.00	instructional set aside - 15 teachers after school tutoring each year from 21-24
1000 - Instruction	100 - Salaries	$60,000.00	instructional sert aside 15 teachers for summer programs for 3 years 21-24
1000 - Instruction	300 - Purchased Professional and Technical Services	$50,000.00	instructional set aside - accelerating learning PD for 3 years 21-24 for k-12 staff
1000 - Instruction	500 - Other Purchased Services	$925,000.00	Instructional set aside - accelerating learning - math and science
1000 - Instruction	300 - Purchased Professional and Technical Services	$40,000.00	PD for k-8 ELA staff Science of Reading for 3 years

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	$128,442.00	STEM/CS resources 4-12.
1000 - Instruction	600 - Supplies	$300,000.00	Science of Reading resources for k-8
1000 - Instruction	700 - Property	$500,000.00	k-12 technology needs for all buildings
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	$100,000.00	online programming for k-12 students - SAVI teachers
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	$100,000.00	Transportation needs for 3 years 21-24
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	$25,000.00	resources for k-12 ELL students and program for 3 years 21-24
		$2,558,442.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

$4,168,442.00

Allocation

$4,168,442.00

Budget Over(Under) Allocation

$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	$750,000.00	HS ventillation upgrade
2400 - Health Support Services	300 - Purchased Professional and Technical Services	$120,000.00	Mental health services for students and staff - contracted for 3 years from 21-24 SY
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$60,000.00	PD social and emotional for staff for 3 years 21-24 SY
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$60,000.00	Equity training for staff 3 years 21-24 SY
2000 - SUPPORT SERVICES	700 - Property	$500,000.00	Technology infrastructure building upgrades. 21-24 SY
2400 - Health Support Services	600 - Supplies	$20,000.00	resources for building health suites
2100 - SUPPORT			Creation of calming

Function	Object	Amount	Description
SERVICES – STUDENTS	600 - Supplies	$100,000.00	centers in each building
		$1,610,000.00	

Section: Budget - Budget Summary

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	$90,000.00	$0.00	$390,000.00	$0.00	$925,000.00	$428,442.00	$500,000.00	$2,333,442.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$0.00	$0.00	$100,000.00	$0.00	$0.00	$100,000.00
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	$100,000.00	$0.00	$0.00	$0.00	$0.00	$25,000.00	$0.00	$125,000.00
1600 * ADULT EDUCATION PROGRAMS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1700 Higher 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	$500,000.00	$500,000.00
2100 SUPPORT SERVICES – STUDENTS	$0.00	$0.00	$0.00	$0.00	$0.00	$100,000.00	$0.00	$100,000.00
2200 Staff Support Services	$0.00	$0.00	$120,000.00	$0.00	$0.00	$0.00	$0.00	$120,000.00

	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
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	$120,000.00	$0.00	$0.00	$20,000.00	$0.00	$140,000.00
2500 Business Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2600 Operation and Maintenance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2700 Student Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2800 Central Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3100 Food Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
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	$750,000.00	$0.00	$0.00	$0.00	$750,000.00
	$190,000.00	$0.00	$630,000.00	$750,000.00	$1,025,000.00	$573,442.00	$1,000,000.00	$4,168,442.00

	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
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
				Final				$4,168,442.00