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	The academic plan for the 21-22, 22-23, and 23-24 school years will be focused on accelerating the growth of all students. Both local achievement (Exactpath, CDT, Acadience) and state achievement (PSSA/Keystone) results indicate that our students were disproportionately impacted by the COVID-19 pandemic. Using out Multi-Tiered System of support, the district will identify the instructional areas that students demonstrate deficiencies. Academic interventions will be prepared and implemented at the Tier 1, 2, and 3 level to help support all learners. The curriculum of many areas will be enhanced through professional development. Additional instructional resources that are evidence-based will be purchased.
Chronic Absenteeism	Student absence data has been examined on a regular basis by the school's Student Assistance Team, including building administrators and counselors. Frequent communication between school and home occurred though phone call, email, and use of the district communication system Parentsquare. The Student Assistance Program and the addition of a School Social Worker will help identify those students with chronic absenteeism and the development of a plan to address chronic absenteeism for each student. A restructuring of the attendance officer's responsibilities has also allowed us to more accurately monitor and analyze attendance data.
Student Engagement	Student engagement is measured in a variety of ways. Results from the PA Youth Survey (PAYS) were collected and analyzed. Frequent observations by administrators and classroom teachers were conducted to measure student engagement during in-person and virtual instruction. Student engagement and its impact will be closely analzyed through the district's curriculum teams.
Social-emotional Well-being	The district will utilize the DESSA Aperture system to universally screen all K-12 students. A Tier 2 intervention teacher will work in small groups with students who have been identified by classroom teachers and administrators. An after-school program will be implemented for students in grades 7-12 who demonstrate a high need for social emotional support. Through related funding, the district will hire an SEL teacher for students in grades K-6.
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])	The IEP team decided at the end of the 2019-20 school year how much educational loss occurred. Covid compensatory education was made available for those who qualified. Extended school year was also provided. Other strategies included providing virtual support for students who went virtual during the 2020-21 school year. Google classroom and Google Meet was used to provide 1-1 support.For our students with high needs, we used other related funds to purchase apps, adaptive equipment, and virtual speech, PT and OT services.Currently, we provide in-person instruction. When a student goes into quarantine, our learning support teachers provide instruction though Google classroom and offer the 1-1 support virtually as needed. Data from progress monitoring as well as attendance data was also used to determine areas of ongoing need or new areas to be addressed by the IEP team. Compensatory services have been made available during the school year as well as through our ESY program. Progress monitoringwill continue to be used throughout each school year with the MTSS framework for academics and behavior providing additional information about students who may need evaluation or support.
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	The district will continue to analyze academic, behavioral, and social emotional learning data through our MTSS framework. After-school and summer programming will be offered to minimize the impact of the pandemic on student learning, especially for those underserved populations.
Students from low-income families	Data from students from low-income families was gathered from local and state achievement data, as well as direct contact with school personnel. All students received a district device, and students in need have the opportunity to use a district hot spot for Internet services. Anecdotal data from

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	classroom teachers was also used to measure the impact from the pandemic.

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	The enhancement of our WIN (What I need) after school and summer academy is one strategy for supporting the needs of our students. The after-school and summer academy has allowed school district staff to begin addressing the academic impact of the pandemic on lost instructional time. Students are placed in small groups for the academy, and teachers are able to addres individual academic needs and build important and positive relationships with students across all grade levels. Partnering with local community agencies has also allowed us to engage students in new and creative ways. Classroom acvhievement data will be collected on the individual student level to track student progress.

   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	Hiring additional staff members at the elementary school has been effective in addressing social-emotional well-being needs of our students. Class sizes remain small, with some grade levels being able to reduce class size (for example, K). Our teachers have been able to build positive relationships with students. When students are absent from school, teachers are able to quickly and effectively engage with families. Teachers are also able to more effectively provide virtual instruction (asychronous and synchronous) to students who need to miss in-person instruction due to the pandemic. Additional staff members will also include a School Social Worker, 2 K-6 SEL teacher (one for Tier 1 instruction and one for Tier 2 instruction through the local IU), and an additional preK teacher.

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	

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.)

In planning for the use of these funds, district administrators including the special education administrator worked closely, often 1 on 1, with all teaching staff members to identify successes and challenges within the classroom and develop a list of short-term and long-term goals for addressing learning loss. Additionally, student groups were formed to gather feedback about the student experience. The intended use of the ARP ESSER funds includes multiple pathways for staff involvement in developing professional development, aligning curriculum, and increasing staff capacity to address learning loss. Teaching professionals will convene to review and update current curriculum and instruction in multiple content areas. School administration have and will continue to meet closely with union leadership to determine other critical needs.

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 LEA plan will be shared with our school board of directors for feedback. Stakeholder and public input was requested throughout the development process of the LEA plan. 1 on 1 and small group meetings were held with internal stakeholders to oversee and provide feedback on the development of the LEA Plan. Professional staff members were given opportunities to share concerns and identify needs related to staff and student social emotional needs and intervention needs in regards to learning loss in reading and other content areas. The LEA plan will be made publicly available on the school district website. Parents and community members will be encouraged to contact the school district with any questions.

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 LEA Plan was developed by identifying student and staff needs in the areas of social and emotional learning and learning loss. Observational, student achievement, and staff perception data was collected to inform the development of the LEA plan. Approval of the proposed plan was discussed with various teaching staff members and members of school and district administration to ensure alignment with previous LEA plans. The LEA plan will be made publicly available on the district website in a language that parents/caregivers can understand.

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.

Intensive tutoring after-school and during the summer will take place throughout multiple school years. The focus of these programs will be on accelerating learning for students most impacted by the covid-19 pandemic. Local achievement data from the after-school and summer programming will be collected for attending students. The data will be collected on a weekly basis to evaluate progress. Our MTSS process will also be used for academic, behavioral, and social-emotional learning progress checks. In order to meet the needs of all students K-12, teacher-centered collaborative professional learning communities will be expanded to include a specific focus on enhancing the district's curriculum and instructional resources. Our dual enrollment program will be expanded to include college-in-the-high school courses, and our career program will expand to include opportunities for industry-based credentials. Each of these intervention strategies was selected to address the needs of student groups disproportionately impacted by the pandemic. Funds have been allocated towards technological purchases to maintain applications that allow for remote instruction for students when needed. The district's focus will continue to prioritize in-person instruction. Funds were also allocated towards additional staff (Social Worker, additional teachers) to help the district re-engage those students who did not participate consistently in remote instruction.

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.

a. FASD will use ARP ESSER funds to sustain services by hiring additional staff and maintaining various positions in the district. The hiring of additional elementary teachers, a social worker, and an SEL teacher will allow the district to address the academic and social-emotional needs of students. b. Technology equipment and software will be purchased and/or maintained to ensure the opportunity to learn is available for students in-person, as well as those that miss school due to the pandemic. c. FASD will use ARP ESSER funds to support mitigation of the spread of covid-19 by building additional classrooms for use at our elementary school. The addition will specifically support space for our Pre-K classrooms, a social and emotional classroom, office space for our school social worker, and additional classrooms to enable social

distancing. d. By purchasing additional cleaning equipment, our district will be able to maintain a clean learning environment for students and staff, reducing the risk of virus transmission. The addition of campus operating gates will also allow us to redirect our drop-off and pick-up procedures, increasing social distancing amongst students, their families, and our staff.

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)**

The district consulted the Evidence Resource Center in developing the LEA plan for the implementation of each intervention at our ATSI school - Farrell Area High School. For instance, high dosage after school and summer programming is offered for students in grades K-12. The expansion of our dual enrollment program includes evidence at Tier 1. The opportunities for industry-based credentials, although not specifically listed in the Evidence Resource Center, connect directly to Career Academics which includes evidence at Tier 1. "The findings provide convincing evidence that increased investments in career-related experiences during high school can improve students' postsecondary labor market prospects" (Kemple & Willner, 2008, p. 37).

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	6,474,448	20%	1,294,890

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	Evidence of student learning will be gathered throughout each school year and summer (for summer programming). Local and state achievement data will be collected. Local data will include benchmark assessments (Acadience, CDT, Exactpath, etc) conducted three times per year, as well as other classroom-based formative measures to allow for more immediate response to student needs. Data will also be collected through the Aperture assessment system to identify and respond to students' social and emotional learning needs. Attendance and disciplinary data will be collected and analyzed as a continued part of our MTSS framework. Analysis will occur at the building and district level to determine students' strengths and opportunities for growth.
Opportunity to learn measures (see help text)	Student connectivity and hot spot usage, parental access statistics to our gradebook and communication portals, and completion of mandatory and optional trainings for teachers and staff will be analyzed.
Jobs created and retained (by number of FTEs and position type) (see help text)	Positions and FTEs are tracked based on the cumulative number of Board-approved positions created and eliminated over time. The size of the school district allows a relatively straightforward process of tracking positions. Positions that are created with the use of ESSER funds, and the terms of those positions, are tracked in the same manner and will be reported in the minutes of school board meetings when they are approved.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Student attendance in summer and afterschool programs will be collected by grade level. Both daily participation, as well as academic performance, will be collected and analyzed by individual classroom teachers and reported to building administration.

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

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

☑

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

☑

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

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

☑

The LEA will cooperate with any examination of records with respect to such funds by making

records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of: (a) the United States Department of Education and/or its Inspector General; (b) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority; (c) the Pennsylvania Department of Education; and/or (d) the Pennsylvania Auditor General, Pennsylvania Inspector General, or any other state agency.

☑

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

☑

The LEA will maintain inventory records, purchase orders and receipts for equipment (over $5,000) purchased, all computing devices, and special purpose equipment ($300 - $4,999), and will conduct a physical inventory every two years. Please note: inventory of equipment purchased with federal funds must be broken out by funding source.

☑

Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

☑

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

☑

The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP

Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA[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

$6,474,448.00

Allocation

$6,474,448.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	$270,000.00	Increased costs for substitutes; this allocation will cover up to 4 substitute salaries during the 21-21, 21-22, 22-23, and 23-24 school years.
1000 - Instruction	300 - Purchased Professional and Technical Services	$72,000.00	Fee to Precision Human Resource Solutions for substitute costs over 4 instructional years (20-21, 21-22, 22-23, 23-24).
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$162,100.00	Cost to host various community partners as part of the during school and after-school/summer programming.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$135.00	Supply budget for necessary supplies for Adventure in Training with a Purpose summer program.

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$100,000.00	Summer WIN Academy program supplies in Summer 2022, Summer 2023, Summer 2024.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$669,395.00	Salaries for WIN Academy teachers in Summer 2022, Summer 2023, and Summer 2024.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$181,406.00	Benefits for WIN Academy teachers in Summer 2022, Summer 2023, and Summer 2024.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$157,100.00	Salaries for after-school tutoring at elementary and high school during 21-22, 22-23, and 23-24 school year.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$42,596.00	Benefits for after-school tutoring at elementary and high school during 21-22, 22-23 and 23-24 school year.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$75,000.00	Instructional supplies for after-school tutoring at elementary and high school during 21-22, 22-23, and 23-24 school year.
			Professional Development and

Function	Object	Amount	Description
1000 - Instruction	300 - Purchased Professional and Technical Services	$32,185.00	access to TUPS survey through Designed for Learning and training for teacher to attend Computer Science for Principles training.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$241,901.00	Purchase of technology equipment to support technology use for in-person and virtual instruction for all learners.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$355,034.00	Purchase of technology software to support in-person and virutal instruction for all learners.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$179,330.00	Cost for full-time Tier 2 social and emotional teacher from the Intermediate Unit during the 21-22, 22-23, and 23-24 school years.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$15,000.00	Cost for after-school and/or summer SEL program for students in grades 7-12.
1000 - Instruction	300 - Purchased Professional and Technical Services	$241,228.00	Cost for professional development services to support evidence-based teaching strategies in K-12 (Reading Apprenticeship, Science of Reading coaching services, etc).

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	$36,038.00	Book supplies for teachers to attend LETRS training to support Science of Reading instruction and other professional development resources.
1000 - Instruction	100 - Salaries	$102,000.00	Salaries for teachers to attend LETRS training, Google Level 1 and 2 training, and participation in curriculum support teams through September of 2024.
1000 - Instruction	200 - Benefits	$27,000.00	Benefits for teachers to attend LETRS training, Google Level 1 and 2 training, and participation in curriculum support teams through September of 2024.
1000 - Instruction	600 - Supplies	$300,000.00	Student texts and other instructional materials to support literacy across all classrooms.
1800 - Pre-K	400 - Purchased Property Services	$25,000.00	Classroom furniture for additional preK classroom.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	400 - Purchased Property Services	$20,000.00	Calm down classroom space furniture.
1000 - Instruction	600 - Supplies	$50,000.00	Library books

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	$15,000.00	Tuition costs for college-in-high school program.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	$10,000.00	Costs for industry based credentials.
		$3,379,448.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

$6,474,448.00

Allocation

$6,474,448.00

Budget Over(Under) Allocation

$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2700 - Student Transportation	300 - Purchased Professional and Technical Services	$1,000.00	Transportation costs for field trips during the summer WIN program.
2200 - Staff Support Services	600 - Supplies	$6,000.00	Supplies (food and miscellaneous supplies - paper, pen, etc) for staff training and meetings outside the contractual time.
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	$3,000,000.00	Estimated cost to build on additional classrooms at the elementary school to support preK, SEL, and social worker space.
2600 - Operation and Maintenance	400 - Purchased Property Services	$30,000.00	Purchase of new cleaning equipment for the maintenance department.
2600 - Operation and Maintenance	400 - Purchased Property Services	$58,000.00	Purchase of gate arm operators to support a revision of drop off and pick up procedures in

Function	Object	Amount	Description
			both buildings.
		$3,095,000.00	

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	$372,000.00	$27,000.00	$345,413.00	$0.00	$0.00	$386,038.00	$0.00	$1,130,451.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$534,364.00	$20,000.00	$25,000.00	$241,901.00	$0.00	$821,265.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$826,495.00	$224,002.00	$177,100.00	$0.00	$0.00	$175,135.00	$0.00	$1,402,732.00
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 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	$25,000.00	$0.00	$0.00	$0.00	$25,000.00
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	$6,000.00	$0.00	$6,000.00

	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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
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	$88,000.00	$0.00	$0.00	$0.00	$88,000.00
2700 Student Transportation	$0.00	$0.00	$1,000.00	$0.00	$0.00	$0.00	$0.00	$1,000.00
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	$3,000,000.00	$0.00	$0.00	$0.00	$3,000,000.00
	$1,198,495.00	$251,002.00	$1,057,877.00	$3,133,000.00	$25,000.00	$809,074.00	$0.00	$6,474,448.00

	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: 0.0329			$0.00
							Final	$6,474,448.00