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	We use Edmentum Exact Path diagnostic assessments to assess and respond to student learning needs in Math, Reading and Language Arts for all students in grades Kindergarten through 12th grade. Additionally, our school uses weekly course progress and grades collected through our online school to ensure students are engaged and demonstrating mastery of standards in all subject areas each week. Through our MTSS process, cross-functional teams of teachers work together to identify the root cause(s) of students' academic challenges; develop and implement universal, targeted, and individualized student support plans to address the root cause(s); and assess response to interventions.
Chronic Absenteeism	We use daily attendance data collected through our online school to continuously assess student-level attendance. Through our MTSS and SAP processes, cross-functional teams of attendance and resource specialists work with students flagged for attendance to identify the root cause(s) of the student's attendance challenges; develop and implement universal, targeted, and individualized student support plan to address the root cause(s); and assess response to interventions.
Student Engagement	Our online school collects data on student logins to the system and to individual course sessions. We triangulate data on student' daily system, course log-ins and course progress and performance, and counselor and teacher observations and check-ins to identify students that are logging into the system, but not truly engaging in courses. Through our MTSS and SAP processed, cross-functional teams of teachers and attendance and resource specialists work together to identify the root cause(s) of students' engagement challenges; develop and implement universal, targeted, and individualized student support plan to address the root cause(s); and assess response to interventions.
Social-emotional Well-being	Frequent and strategic connection between school and home is a core value across our system. These connection calls and emails with students and families provide a rich source of data on resource and support needs contributing to student readiness to learn. Cross-functional teams use the data gathered through the weekly connections to identify and address social-emotional and mental health support needs, concerns about the learning environment, as well as non-academic resource, support, and professional development needs at home and in school. The teacher, counselor, and administrator notes from the weekly connections are used to identify students in need of social-emotional and/or mental health to develop and implement universal, targeted, and individualized student support plan to address the root cause(s); and assess response to interventions. On December 1, 2021, we will launch our SEL screener for all students in grades K-12 using Panorama Ed. This screener will be used to identify student needs and measure the efficacy of our MTSS process for SEL.

	Methods Used to Understand Each Type of Impact
Other Indicators	Frequent and strategic connection between school and home is a core value across our system. Our data system includes measures of frequency of contact between home and school. These measures are incorporated into our data dashboards and used as an indicator in our MTSS process. Frequent and strategic connections with students and families provides a rich source of data on resource and support needs contributing to student readiness to learn. Cross-functional teams use the data gathered through the weekly connections to identify and address non-academic resource, support, and professional development needs at home and in school.

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
Students experiencing homelessness	Students experiencing homelessness are experiencing significantly higher rates of chronic absenteeism compared to their peers. One in five students (20%) with homelessness are currently attending less than 70% of instructional days, compared to 10% of students with stable housing.
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Significantly more students who identify as African American or Hispanic scored below the grade level benchmark on the Fall Exact Path Diagnostic Assessment in Reading, compared to students who identify as Caucasian. More than half (52%) of students who identify as African American and 48% of students who identify as Hispanic performed below the Fall grade level benchmark on the Exact Path Diagnostic in Reading, compared to 36% of students who identify as Caucasian.
English learners	English Learners are experiencing significantly higher rates of course failure compared to their peers. One-third of English Learners (33%) are failing more than half of their courses, compared to 16% of students not identified as English Learners.

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	Providing Kits for Kids (hygiene and school supplies) to families of students experiencing homelessness and/or are economically disadvantaged to help families remove barriers to learning such as basic needs.

   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:**

The school and hygiene supplies helped remove barriers to learning.

   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	Hired additional Student Resource Specialists focused on social and emotional well-being and mental health.

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	High-dosage tutoring through targeted intervention periods during the school day, after school, and summer programming.

    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.)

Our executive leadership team surveyed families; facilitated town halls with families; surveyed administrators, teachers, and staff; facilitated quarterly all-staff meetings; and regularly gather feedback from program leads to identify needs and develop strategies to address those needs. Additionally, the Chief Academic Officer held round table discussions with principals, assistant principals, and program leaders for Special Education, Career and Technical Education, English for Speakers of Other Languages, Attendance and Social Services. During the initial round tables, we reviewed data from our Fall academic diagnostics assessments, student average daily attendance rates, mid-quarter course progress and grades, course engagement data, and data from our Student Assistance Program (SAP). Principals and program leaders then met with teachers and staff in their department to further unpack the data and identify potential root causes of the gaps identified in the initial round tables. School and department teams developed proposed strategies to address the identified root causes and presented their proposals to the Chief Academic Officer during a second round of round tables.

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 proposals from each school and department team were reviewed by the academic leadership team. The leadership team considered the strength of evidence, alignment to students' and families' highest priority needs, attention to specific student groups, and our system's capacity to implement the strategy with fidelity. Strategies with the strongest evidence, representation of each grade band served, focus on specific student groups, and confidence in our readiness to implement with fidelity are included within this application. The remaining strategies will be considered for funding through our general budgeting process.

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 plan and budget outlined in this application will be accessible for public review and comment using several strategies. We will post plans on our website for public review and comment. The plan will be posted in the 14 languages spoken by families we serve. We will collect public comments through a Google Form linked to the posting. Additionally, the plan will be presented to the Board of Trustees according to all state regulations for public notification and opportunity to comment during the Board meeting. Finally, principals and program leads will present the plan to faculty and staff and assemble cross-functional teams to lead the development and implementation of detailed action plans for each strategy outlined in this application.

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.

High-dosage tutoring and differentiated instruction: Hiring additional core content area teachers, paraprofessionals, and instructional coaches, acquiring a supplemental programming for English Learners, and establishing a comprehensive learning management system with enhanced capacity for small group instruction will result in smaller class sizes, increasing students' access to effective educators and differentiated instruction and individualized interventions based on academic diagnostic assessments and course performance. Summer programming will provide opportunities for extended learning in core content areas aimed at accelerating learning – especially among students who identify as African American or Hispanic, English Learners, and students with disabilities. We use Edmentum Exact Path diagnostic assessments to assess and respond to student learning needs in Math, Reading and Language Arts for all students in grades Kindergarten through 12th grade. Additionally, our school uses weekly course progress and grades collected through our online school to ensure students are engaged and demonstrating mastery of standards in all subject areas each week. Through our MTSS process, cross-functional teams of teachers work together to identify the root cause(s) of students' academic challenges; develop and implement universal, targeted, and individualized student support plans to address the root cause(s); and assess response to interventions.We expect students who participate in summer programming to show evidence of growth as measured by Exact Path Diagnostic Assessments growth metrics.Check and connect and Positive Behavior Intervention and Support (PBIS): Providing additional attendance compliance officers, truancy personnel, and Schoolwide PBS Coordinator, and establishment of a schoolwide PBS school store will support student attendance, engagement, and work-related skill development. Check and connect will be used to provide individualized intervention to students demonstrating chronic absence. A systematic PBIS structure will include proactive measures to identify students at risk for disengagement and promote regular attendance. A PBS school store will provide authentic work-based learning opportunities for students in Life Skills. We use daily attendance data collected through our online school to continuously assess student-level attendance. Through our MTSS and SAP processes, cross-functional teams of attendance and resource specialists work with students flagged for attendance to identify the root cause(s) of the student's attendance challenges; develop and implement universal, targeted, and individualized student support plan to address the root cause(s); and assess response to interventions.We expect students participating in the PBIS and Check and Connect programs will demonstrate increased attendance.

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. Expanding our cadre of social emotional learning student resource specialists will increase students' access to direct instruction focused on life skills, coping skills, and emotional regulation using an evidence-based curriculum. Expanding our school psychology department will ensure all students have professional oversight of all social emotional, academic and behavioral data to ensure success in the general education curriculum and address child find issues in accordance with state and federal regulations. Significant increases in general education and special education populations created a need to increase administrative positions responsible for records management to ensure compliance with all federal and state policies and regulations.b. Investing in an enhanced learning management system with greater capacity for small group instruction and universal design for learning to increase students' access to grade-level standards and effective strategies for remediating learning loss as a result of COVID-19. Significant increase in enrollment requires an increase in staff to ensure teacher-to-student ratios align with best practices. Smaller class sizes will allow teachers to provide more individualized support to students with the largest learning gaps, such as students who identify as African American or Hispanic, English Learners and students with disabilities. Increased engagement of paraprofessionals further individualize instruction through small groups, universal design for learning, and tutoring programming. ARP ESSER funds will also be used to provide increased professional learning for teachers focused on effective reading instruction, differentiation, and social and emotional learning through partnerships with external experts in schoolwide positive behavior support and utilization of behavioral interventions with incentives to target learning loss and barriers to learning.Remaining ARP ESSER funds will be used to expand Career and Technical Education career pathways to ensure students are prepared for post-secondary outcomes – especially high-wage, high-demand career opportunities.c. ARP ESSER funds support the increased costs for COVID-19 sanitation and cleaning of our office spaces. d. ARP ESSER funds support the increased costs for COVID-19 sanitation and cleaning of our office spaces.

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	12,465,999	20%	2,493,200

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	We use Edmentum Exact Path diagnostic assessments to assess and respond to student learning needs in Math, Reading and Language Arts for all students in grades Kindergarten through 12th grade. Additionally, our school uses weekly course progress and grades collected through our online school to ensure students are engaged and demonstrating mastery of standards in all subject areas each week. Through our MTSS process, cross-functional teams of teachers work together to identify the root cause(s) of students' academic challenges; develop and implement universal, targeted, and individualized student support plans to address the root cause(s); and assess response to interventions.
Opportunity to learn measures (see help text)	Chronic Absenteeism: We use daily attendance data collected through our online school to continuously assess student-level attendance. Through our MTSS and SAP processes, cross-functional teams of attendance and resource specialists work with students flagged for attendance to identify the root cause(s) of the student's attendance challenges; develop and implement universal, targeted, and individualized student support plan to address the root cause(s); and assess response to interventions.Student Engagement: Our online school collects data on student logins to the system and to individual course sessions. We triangulate data on student' daily system, course log-ins and course progress and performance, and counselor and teacher observations and check-ins to identify students that are logging into the system, but not truly engaging in courses. Through our MTSS and SAP processed, cross-functional teams of teachers and attendance and resource specialists work together to identify the root cause(s) of students' engagement challenges; develop and implement universal, targeted, and individualized student support plan to address the root cause(s); and assess response to interventions.Social Emotional Well-being: Frequent and strategic connection between school and home is a core value across our system. These connection calls and emails with students and families provide a rich source of data on resource and support needs contributing to student readiness to learn. Cross-functional teams use the data gathered through the weekly connections to identify and address social-emotional and mental health support needs, concerns about the learning environment, as well as

	Data Collection and Analysis Plan (including plan to disaggregate data)
	non-academic resource, support, and professional development needs at home and in school. The teacher, counselor, and administrator notes from the weekly connections are used to identify students in need of social-emotional and/or mental health to develop and implement universal, targeted, and individualized student support plan to address the root cause(s); and assess response to interventions. On December 1, 2021, we launched our SEL screener for all students in grades K-12 using Panorama Ed. This screener will be used to identify student needs and measure the efficacy of our MTSS process for SEL. Other Indicators: Frequent and strategic connection between school and home is a core value across our system. Our data system includes measures of frequency of contact between home and school. These measures are incorporated into our data dashboards and used as an indicator in our MTSS process. Frequent and strategic connections with students and families provides a rich source of data on resource and support needs contributing to student readiness to learn. Cross-functional teams use the data gathered through the weekly connections to identify and address non-academic resource, support, and professional development needs at home and in school.
Jobs created and retained (by number of FTEs and position type) (see help text)	Our compliance team maintains a grants workbook that tracks all jobs created using federal and state funds. The workbook is updated and reviewed bi-weekly to ensure implementation fidelity and impact, as well as plan for sustainability of effective strategies/roles.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	We will use the Student Success portal in Panorama Education to track student participation in interventions – including those funded through ARP ESSER. This will allow us to assess implementation fidelity and intervention efficacy, as well as combined effects of multiple interventions for students participating in more than one.

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

$12,465,999.00

Allocation

$12,465,999.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	$287,639.00	Interventionists
1000 - Instruction	200 - Benefits	$103,550.04	Interventionists
1000 - Instruction	100 - Salaries	$121,769.00	Summer School Stipends
1000 - Instruction	100 - Salaries	$89,827.00	AfterSchool Stipends
1000 - Instruction	100 - Salaries	$14,000.00	High School Night Supoport Stipends
1000 - Instruction	100 - Salaries	$1,112,965.92	Paraprofessionals
1000 - Instruction	200 - Benefits	$191,316.21	Paraprofessionals
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$4,522,980.44	Teachers
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$1,658,272.96	Teachers
1200 - SPECIAL			

Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$20,000.00	SE Drop In Tutoring
		$8,122,320.57	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

$12,465,999.00

Allocation

$12,465,999.00

Budget Over(Under) Allocation

$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2000 - SUPPORT SERVICES	100 - Salaries	$14,000.00	HS Stipends for Curriculum Mapping
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$1,049,198.00	SEL Student Resource Specialists
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$209,118.88	SEL Student Resource Specialists
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	$15,000.00	Kits for Kidz
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$247,200.00	Attendance Compliance Officers
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$43,260.00	Attendance Compliance Officers
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$131,441.00	Attendance and Truancy Coordinators

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$23,002.18	Attendance and Truancy Coordinators
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$40,000.00	Records Specialist
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$7,000.00	Records Specialist
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	$50,000.00	Compliance Data Specialist
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	$8,750.00	Compliance Data Specialist
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	$404,197.58	Mastery Connect, Edmentum, Panarama Ed, Jigsaw, Goalbook, NatGeo Learning Curriculum, Online Culinary Arts, Emerging Health Professionals Dual Enrollment
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	$200,000.00	SEL PBS School Store Incentives Program
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$73,530.00	School- Wide PBIS Coordinator
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$26,470.80	School- Wide PBIS Coordinator
2000 - SUPPORT SERVICES	200 - Benefits	$120,000.00	Assistant SE Coordinators

Function	Object	Amount	Description
2000 - SUPPORT SERVICES	200 - Benefits	$43,200.00	Assistant SE Coordinators
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	$50,000.00	SE Paraprofessional Coordinator
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	$18,000.00	SE Paraprofessional Coordinator
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	$222,000.00	SE Compliance Coordinators
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	$79,920.00	SE Compliance Coordinators
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	$80,000.00	SE CTE Coordinator
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	$28,800.00	SE CTE Coordinator
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	$6,500.00	SE Transition Assessments
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$60,000.00	Special Education Eligibility Coordinator
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$21,600.00	Special Education Eligibility Coordinator
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$275,000.00	Psychologists

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$99,000.00	Psychologists
2200 - Staff Support Services	100 - Salaries	$65,000.00	MS PD Coach
2200 - Staff Support Services	200 - Benefits	$23,400.00	MS PD Coach
2200 - Staff Support Services	100 - Salaries	$183,000.00	Instructional Coaches
2200 - Staff Support Services	200 - Benefits	$65,880.00	Instructional Coaches
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	$110,000.00	Academic Data and Achievement Anaylst
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	$19,250.00	Academic Data and Achievement Anaylst
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	$81,000.00	MS Assistant Principal
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	$29,160.00	MS Assistant Principal
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	$12,000.00	Covid Office Cleaning
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	$80,000.00	SE Coordinator
2300 - SUPPORT SERVICES –	200 - Benefits	$28,799.99	SE Coordinator

Function	Object	Amount	Description
ADMINISTRATION			
		$4,343,678.43	

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	$1,626,200.92	$294,866.25	$0.00	$0.00	$0.00	$0.00	$0.00	$1,921,067.17
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	$4,522,980.44	$1,658,272.96	$0.00	$0.00	$0.00	$0.00	$0.00	$6,181,253.40
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$20,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$20,000.00
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	$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	$0.00	$0.00	$0.00	$0.00	$0.00
2000 SUPPORT SERVICES	$14,000.00	$163,200.00	$0.00	$0.00	$0.00	$0.00	$0.00	$177,200.00
2100 SUPPORT SERVICES – STUDENTS	$1,876,369.00	$429,451.86	$410,697.58	$0.00	$0.00	$215,000.00	$0.00	$2,931,518.44
2200 Staff Support Services	$248,000.00	$89,280.00	$0.00	$0.00	$0.00	$0.00	$0.00	$337,280.00

	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	$701,800.00	$183,879.99	$0.00	$0.00	$0.00	$0.00	$0.00	$885,679.99
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	$12,000.00	$0.00	$0.00	$0.00	$0.00	$12,000.00
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	$0.00	$0.00	$0.00	$0.00	$0.00
	$9,009,350.36	$2,818,951.06	$422,697.58	$0.00	$0.00	$215,000.00	$0.00	$12,465,999.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00

	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
							Final	$12,465,999.00