

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	Benchmark Assessment Data (Acadience K-6, MAP K-12), Formal Assessments, PSSAs, Keystones, Referrals to MTSS, Informal Teacher Assessment
Chronic Absenteeism	Benchmark Assessment Data (Acadience K-6, MAP K-12), Formal Assessments, PSSAs, Keystones, Referrals to MTSS, Informal Teacher Assessment
Student Engagement	Benchmark Assessment Data (Acadience K-6, MAP K-12), Formal Assessments, PSSAs, Keystones, Referrals to MTSS, Informal Teacher Assessment, Behavior Referrals
Social-emotional Well-being	SEL Assessment, MTSS Referrals, Communities in Schools Caseload, School Counselor Referrals, Behavior Referrals
Other Indicators	Cyber/Cyber Charter Enrollments

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
English learners	WIDA Assessment data, re-classification, Imagine Learning, iLit, Benchmark Assessments
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Progress Monitoring Data, Benchmark Assessment Data (Acadience K-6, MAP K-12), Formal Assessments, PSSAs, Keystones, Referrals to MTSS, Informal Teacher Assessment
Students from low-income families	Benchmark Assessment Data (Acadience K-6, MAP K-12), Formal Assessments, PSSAs, Keystones, Referrals to MTSS, Informal Teacher Assessment

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	Customized Learning Instruction based on students' academic needs. Students are placed in learning groups based upon the MAP Assessment and Teacher data from the 20-21 school year.

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	Social Emotional Curriculum (PATHS, Developmental Design) along with School Based supports (Communities in Schools, Community Services Group, Social Worker, School Counselors)

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.)

A STSD Title I Parent Survey form was developed after reviewing prior parent involvement surveys and samples utilized from schools across the nation. The 2020-2021 survey form was designed to assess compliance with the evaluation requirements of Section 1116, of Every Student Succeeds Act (ESSA) for Parent Involvement. The survey also gathered information on parental perceptions regarding home-school involvement, home-school communication, and participation in parent involvement activities within each school (Sara Lindemuth / Anna Carter Primary School, Thomas W. Holtzman Elementary School, and Susquehanna Township Middle School). Parents reported that their children were struggling with emotional health, staying focused and engaged, and adapting to virtual and asynchronous learning formats. They expressed appreciation for teachers' efforts to support their child's learning. The annual STSD "Are We Making Progress" survey was given to all district staff members. The survey includes questions regarding team members' perceptions of the organization in the areas of leadership, strategy, customer service, knowledge management, workforce, and operations. The results are then used to gauge progress and identify opportunities for improvement. The online format for both this survey and the previous survey became particularly important this year given the COVID 19 restrictions to prevent transmission of the virus while securing as many responses as possible. Teachers reported challenges to their instruction and assessment of student learning due to such things as social distancing in the classroom, mask wearing, engaging both in-person and virtual learners simultaneously, and a lack of parental involvement as learning coaches. Despite these challenges, an appreciation for district support, school support, training, colleague support, and the promotion of a growth mindset was highlighted throughout teachers' responses. For remaining stakeholders, including students, community leaders, taxpayers, school board members, etc., STSD will continue to use several outlets to invite comment as well as being transparent throughout the planning process for ARP ESSER fund

usage. We will post our plan on the website (www.hannasd.org), send out a campus messenger communication (phone, email, text), utilize other social media outlets (Twitter, Facebook, Instagram, etc.), deliver a presentation to the public at a school board public meeting, and invite public comment via our “Hanna Hotline”. The Leadership Team will continue to review each email, survey response, and public comment to ensure all voices are heard and ensure the plan takes all stakeholder feedback seriously.

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)**

STSD used the information gathered from the Title I Parent Survey and the “Are We Making Progress” survey to develop our plan for the use of ARP ESSER funds. Input from both staff and building administration helped establish the educational programs we offered to our K-12 students. Remaining stakeholders, such as board members and community members, helped shaped the budgetary direction while the size of the programs was shaped by the number of students enrolled. Input from all groups informed us on how the funds should be spent: purchases of electronic devices, internet hot spots, additional routers, software to enhance the student experience during distance learning (MS Teams and HP Slice), facility needs, cleaning and sanitizing supplies, virtual support teachers, STSD teachers of record to facilitate CAOLA courses, and summer school programming costs including: salaries, transportation, and the removal of cost to families K-12 for credit recovery, enhancement, and experiential opportunities.

6. Public Access to LEA Plan for the Use of ARP ESSER Funds

Describe the process for development, approval, and making public the LEA Plan for the Use of ARP ESSER Funds. The LEA Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

The district discussed requirements associated with the use of ARP ESSER funds initially with its CORE Team which is its senior leadership team comprised of its Superintendent, Assistant Superintendent, Business Manager and Human Resource Director. The discussion was inclusive of a high level review of permissible expenditures and the requirement to utilize a minimum of 20% of this funding to address the impact of lost instructional time experienced as a result of the COVID-19 pandemic. Subsequent to this discussion the use of ARP ESSER funding was discussed at a publicly advertised Finance Committee Meeting with Board Committee Members and others in attendance. This discussion was also inclusive of a multiple year ARP ESSER financing plan intended to ensure that the funds were effectively utilized beginning the 21-22 school year through and including 23-24 school year. ARP ESSER funds expenditure requirements, inclusive the the district's intention to utilize the funds to supplant existing labor cost necessary to sustain a responsive educational program throughout the pandemic, as well as intention to utilize funds to close learning gaps associated with the plan was shared with the district's leadership team inclusive of educational and support service staff leadership. Information regarding the ARP ESSER funding was also presented to the Board of

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School Directors during the Business Manager's presentation of the 21-22 FY Budget. Lastly, the district intends on drafting and posting a summary of its ARP ESSER funding and programmatic use to its district website during the 21-22 school year for review and access by parents, students and other community members.

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.

K-5 Buildings: Summer Learning - Supplement instruction addressing needs of student groups most disproportionately impacted? Supplement instruction addressing needs of student groups most disproportionately impacted? After School Virtual Tutoring Support? Foundations – Phonics Tier 2/Tier 3 Intervention? Imagine Learning (EL Language Acquisition)? Zearn (Math Core Instruction) Used to identify, group, & provide instruction addressing needs of student groups most disproportionately impacted? Professional Development for MAP Growth Assessment? 95% Group – Core & Tier 2 Phonics Intervention? ECRI – Core & Tier 2 Phonics Intervention Used to provide therapeutic instruction and address the social emotional needs of the student groups most disproportionately impacted? Laurel Life (Trauma Informed Classroom) - SEL Tier 3 Used to provide support to address the social emotional needs of student groups most disproportionately impacted? PATHS - SEL Tier I Intervention Customized Learning (Direct Instruction, Teacher Clarity, Practice, Feedback, Students' Self Efficacy) 6-8 Building: ? Summer Learning? After School Virtual Tutoring Support ? Professional Development for MAP Growth Assessment ? iLit (EL Language Acquisition) ? Developmental Design - SEL Tier I Intervention ? WordGen - Vocabulary Acquisition and Development ? Effective School Solutions (therapeutic/SEL - Tier 3 Intervention) ? Customized Learning (Direct Instruction, Teacher Clarity, Practice, Feedback, Students' Self Efficacy) 9-12 Building: ? Summer Learning ? After School Virtual Tutoring Support ? Professional Development for MAP Growth Assessment ? iLit ? Developmental Design ? Effective School Solutions We will evaluate the impact of the above interventions via department meetings, MTSS, Acadience testing, MAP testing, ACCESS testing, progress monitoring, bi-weekly meetings with Effective School Solutions, SOAR Survey data for SEL, and Student Continuum monitoring in Customized Learning. Learners who missed a significant amount of in-person instruction or did not consistently participate in remote instruction will be identified through attendance procedures, MTSS Teams, social worker & school counselors. Identified learners will be benchmarked & progress monitored frequently to determine how to best support & engage them. To engage & support these learners, funds will be used to provide after school tutoring & summer learning opportunities. For English Language learners, funds will be used for the purchase of Imagine Learning & iLit. These programs will supplement & enhance our current EL curriculum. Learners who have missed in-person instruction will also need support transitioning back to an in-person setting. Funds will be used to provide learners with social emotional support through Communities In Schools, students completion of PASS (SEL) assessment & SEL curriculum.

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. Academics: Tutoring, summer learning, ESY, Benchmark Assessments, 95% Group, ECRI, Imagine Learning, iLit, Wilson Reading, MAP Growth Assessment Social Emotional/Mental Health: SEL Universal Screener (PASS), PATHS curriculum, Developmental Design, Effective School Solutions, Laurel Life Trauma Informed classroom Nutrition/Food Services: Hanna Pantry
 b. Access to Instruction: The LEA will offer after school tutoring programming and summer learning opportunities to include Special Education Learners and English Language learners. Funds will be used for instructional materials, programming materials, teachers and paraprofessional. Funds will also be used to translate communication to non-English speaking families.
 c. Equity in Instructional Delivery: STSD will use Customized Learning to assess, progress monitor, and provide instruction at a student's individual learning level. For special education and English language learners who continue with virtual instruction, STSD will offer drop-in instruction.
 d. The district will not be utilizing ESSER III ARP funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation. It is noted that a portion of ESSER II Funds have been earmarked and are being utilized to improve ventilation and reduce risk of virus transmission via the installation of a new building automation system (BAS) to better control air flow and temperatures throughout various school building 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 to STSD.

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	5,636,344	20%	1,127,269

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)
<p>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</p>	<p>The sources of data used by STSD include the following: Acadience K-6 Benchmark Assessments, NWEA-MAP K-12 Benchmark Assessments, District Designed Formal Assessments, PSSAs / Keystone Exams, MTSS Referrals, Informal Teacher Assessments, WIDA Assessment (for ELLs), Imagine Learning (K-5 ELLs), iLit (6-12 ELLs), and Progress Monitoring Data (IEP students). All students (K-12) receive a NWEA-MAP baseline assessment in the fall and a second assessment in the spring to determine growth and achievement in reading and math. Students in grades K-6 also receive a beginning of the year, middle of the year, and end of year Acadience benchmark. In addition to the benchmark assessments, STSD uses national normed standardized tests, local assessments, state assessments, diagnostic assessments, formative assessments, and summative assessments. The results of these assessments drive in-class instruction and future instructional changes. Intervention Specialists establish individual and small group sessions based on students' specific areas of need. Effective schools make decisions based on accurate information. Analyzing the current abilities, skills, attitudes, and learning styles of students empowers educators to adjust instruction to meet the needs of the students. STSD also collects data on attendance, grades, retentions, and student discipline. To make up for lost instruction time during the pandemic, STSD operated a six (6) week Summer Semester from June 21st to July 29th. We also offered our annual Extended School Year (ESY) program for our special education students. We currently provide after school and weekend academic support through our Virtual Support Teachers. Office hours are posted on the school district website and are available for both virtual and in-person students. In the area of Social and Emotional Learning (SEL), we are re-engaging our SEL action plan to help with the problems students are experiencing because of coming back to in-person instruction from a virtual setting. For staff, we continue to provide training to recognize early warning signs regarding student trauma and how to work with students experiencing trauma.</p>
	<p>Opportunity to learn measures are ways to analyze and report whether</p>

	Data Collection and Analysis Plan (including plan to disaggregate data)
Opportunity to learn measures (see help text)	<p>students and teachers have access to the different ingredients that make up quality schools. The more measures that are present in a school district, the more opportunities students may benefit from a high-quality education. STSD is always focused on ways to enhance the learning of both our students and our staff. We recognize that learning is an ongoing process and for our students to be successful we, as educators, must continue to learn and change to meet the demands of today's students. Beginning in the 2020-2021 school year, STSD embarked on a journey to move away from the outdated Industrial Age assembly line model for education. Our Customized Learning pilot classrooms in our two (2) elementary schools, combined with our full time Customized Learning experience at our Middle School, has given us the capacity to meet the individual needs of all learners. Utilizing the power of technology combined with effective instruction, Customized Learning motivates students toward higher achievement and instills in them a sense of ownership for their education. A key piece to Customized Learning is active engagement. Active student engagement increases attention and focus, motivates students to practice higher-level critical thinking skills, and promotes meaningful learning experiences. Teachers must adopt a student-centered approach to instruction which will increase the likelihood for students to successfully demonstrate mastery of content, understanding of essential learnings, and proficiency of standards. Professional development is a critical component of Customized Learning, student engagement, and student-centered environments. Fifteen (15) additional minutes, to be specifically used for Customized Learning collaboration, professional development, and planning, were added to the teacher day in our most recent Collective Bargaining Agreement. Our teachers need to continue their training in each of these areas so they can implement new practices within their classrooms.</p>
Jobs created and retained (by number of FTEs and position type) (see help text)	<p>ARP ESSERS III funds helped retain the following positions: 4.0 FTE - Third Grade Teachers, 2.0 FTE - Fourth Grade Teachers, 4.0 FTE - Fifth Grade Teachers, 4.0 FTE – Customized Learning Teacher, 1.0 FTE – Music Teacher, 1.0 FTE – English Language Development Specialist, 1.0 FTE - Art Teacher, and 1.0 FTE – Intervention Specialist. These 18 positions equate to \$1,124,204 in salary. The following new positions will be added due to ARP ESSER III funds: 1.0 FTE – Special Education Life Skills/Multi-Disability Teacher and 1.0 FTE – District Registrar.</p>
	<p>As a result of the ongoing COVID-19 pandemic, STSD operated a Summer Semester for children in grades K-12 from June 21st to July 29th, Monday through Thursday, from 8:00 a.m. to 1:00 p.m. High School learners (9-12), including rising freshman in grade 8, were allowed to take up to two (2) virtual courses for accelerated credit through our Hanna Cyber Academy (HCA). Learners were also afforded the opportunity to audit upcoming or previous classes. All offerings, acceleration, credit recovery, and audit were</p>

	Data Collection and Analysis Plan (including plan to disaggregate data)
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	<p> offered free of charge to all learners. STSD employed 8 teachers for the elementary experience and serviced 511 students in grades 8-12. Middle School learners (6-8) were afforded the opportunity to sign up for both In-Person and All Remote Access (ARA) virtual course offerings designed by STSD teachers. STSD employed nine (9) teachers to facilitate 21 course offerings and serviced 254 students in grades 6-8. Elementary learners (K-5) were offered an extended summer learning experience to provide students with additional instruction and support in both reading and math. STEM (Science–Technology–Engineering–Mathematics), Arts, and Physical Activity time was also a part of the program. The elementary sessions were also offered both In-Person and virtually through ARA. STSD employed 14 teachers for the elementary experience and serviced 156 students in grades K-5. </p>

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 LEA¹. 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.

¹Calculations 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

\$5,636,344.00

Allocation

\$5,636,344.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$3,606,376.00	Funds to continue financing labor cost associated with professional staff members needed to educate STSD students in the most appropriate and safe manner determined by applicable district stakeholders and relevant health and safety requirements.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$902,699.00	Funds to continue financing labor cost associated with professional staff members needed to educate STSD students in the most appropriate and safe manner determined by applicable district stakeholders and relevant health and safety requirements.
			Funds to address

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$418,902.00	learning loss and 20% spend requirement. Financing of 15 district virtual support teachers.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,500.00	Funds to address learning loss and 20% spend requirement. Financing of Voyager Sopris Learning tool.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$403,772.00	Funds to address learning loss and 20% spend requirement. Financing of additional purchased professional and technical virtual education services via CAOLA.
		\$5,333,249.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$5,636,344.00

Allocation

\$5,636,344.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$150,801.00	Funds to address learning loss and 20% spend requirement. Financing of Communities in Schools professional and technical support services.
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$34,194.00	Funds to address learning loss and 20% spend requirement. Financing of Follett professional and technical student support services.
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$118,100.00	Funds to address learning loss and 20% spend requirement. Financing of NWEA MAP Assessment, Nearpod, and Seesaw Learning professional and technical support services.
		\$303,095.00	

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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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$4,025,278.00	\$902,699.00	\$403,772.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$5,333,249.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$184,995.00	\$0.00	\$0.00	\$0.00	\$0.00	\$184,995.00
2200 Staff Support Services	\$0.00	\$0.00	\$118,100.00	\$0.00	\$0.00	\$0.00	\$0.00	\$118,100.00

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	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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$4,025,278.00	\$902,699.00	\$706,867.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$5,636,344.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$5,636,344.00