Section: Narratives - Assessing Impacts and Needs

LEA ARP ESSER APPLICATION

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by Local Education Agencies (LEAs), schools, and educators to support students during the COVID-19 pandemic. The application below requests information from LEAs about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts, (3) Specific elements in the LEA Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B. As used in this application, "the LEA" refers to the Grantee defined in the Grant Agreement.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the LEA application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

Section I: Assessing Impacts and Needs

In this first section, LEAs are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the LEA's promising practices in supporting student needs since March 2020.

Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys,

and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	The staff did and will continue to analyze students' scores on formative, summative and standardized assessments/tests to determine the presence and depth of academic learning gaps, associated with or resulting from the manner in which instruction was delivered due to the pandemic. The data will be compared with data from non-pandemic years. This comparsion will provide an accurate depiction of the learning gap for all students.
Chronic Absenteeism	The building staff and administration examined and analyzed the student attendance data and level of remote learning participation, during periods of closure or quarantine, as well as through the remote instructional model.
Student Engagement	The building staff and administration examined and analyzed the student attendance data and level of remote learning participation. A survey was sent to request feedback from parents/students and staff, concerning student achievement and engagement.
Social-emotional Well-being	The referrals through the SAP and trauma teams were gathered by the school counselors and the social workers. The level of need was assessed and recommendations for support, as well as referrals from Tier 1 to Tier 3, were compiled. Support was made available to in-person students and remote students as well.
Other Indicators	Students identified as Homeless, Foster Care, Migrant, ESL, Chapter 14 and Chapter 15 were tracked and their attendance, academic and affective data was monitored. The Comprehensive Plan Steering Committee examined the curriculum and identified the need for K-12 curriculum assessment and a realignment. There was need identified for a curriculum director, an additional guidance counselor, and a new adoption of curriculum for K-5 Math and a pilot program for K-5 ELA.

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
	Any student with Chapter 14, 15 or Chapter 16 identification were offered additional supports, to address potential learning gaps. Summer school

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	was offered to all students to provide additional instruction and learning opportunities to address any learning gaps. ESY was offered to specific students through the IEP screening process and progress monitoring. Access to the educational program was established and maintained throughout the school year.
Students from low-income families	Students from low-income households, as well as any student with Chapter 14, 15 or Chapter 16 identification were offered additional supports, to address potential learning gaps. Summer school was offered to all students to provide additional instruction and learning opportunities to address any learning gaps. ESY was offered to specific students through the IEP screening process and progress monitoring. Access to the educational program was established and maintained throughout the school year, by providing technology, 1-to-1 chromebooks and internet access via hot psots or direct service.
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Students from each racial or ethnic group, as well as any student with Chapter 14, 15 or Chapter 16 identification were offered additional supports, to address potential learning gaps. Summer school was offered to all students to provide additional instruction and learning opportunities to address any learning gaps. ESY was offered to specific students through the IEP screening process and progress monitoring. Data was collected and analyzed. Access to the educational program was established and maintained throughout the school year.

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	Data pertaining to loss of instructional time, absenteeism, lack of student engagement, and social-emotional well-being, was collected and analyzed. ESY was offered to the Chapter 14 and Chapter 15 students. Regular education students were offered and encouraged to attend a free district sponsored summer school. A curriculum audit and new K-5 math curriculum and a pilot for K-5 ELA has been implemented. The curriculum has technology friendly application and supports.

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	The Trinity Area School District is offering tutoring to all students who are not performing well academically. The district offers tutoring after school in-person, and remotely if the situation calls for such services. The district is attempting to explore options for tutoring during the normal school day for in-person students.

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	The Trinity Area School District will offer school counseling, social work support and mental health services from licensed therapists to all students. The students' issues will be triaged and then directed to various supports in the Mental Health Tier 1, 2 and 3. The services will be provided in-person on-site, in-person off-site, and/or remotely as the situation dictates. Special attention will be granted to students who have experienced some form of trauma in their lives. The MILO Range Pro system will be utilized to address preparation for threat assessment and trauma issues. De escalation will be a focus.

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.)

The Trinity Area School District has included a variety of stakeholders in the consultation process. The administrative team and the Board of Directors were involved in several meetings to examine the opinions and feedback gathered at those meetings. The parents and students were given opportunities to attend finance committee meetings and regular board meetings to provide input. Members of the school community at large were able to engage in in-depth discussion in the meetings of the comprehensive plan steering committee. The professional educators (teachers) were invited to a special meeting with the Assistant Superintendent of Schools and the Business Manager to openly ask questions and discuss scope and direction for the use of ARP ESSER funds. The local NAACP branch and the ESL provider were also provided an opportunity to interact with the administration and provide input. The Threat Assessment Team and the Trauma Teams suggested the MILO Range Pro for preparedness for threats and intrusions. De escalation techniques will work in conjunction with the mental health support mechanisms.

5. Use of Stakeholder Input

Describe how the LEA has taken or will take stakeholder and public input into account in the development of the LEA Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

The LEA has encouraged and invited comment during the development of the plan for allocating the ARP ESSER funding by completing a survey. Several discussions have been held in public during the 2021-2022 budgetary process. Open discussions have taken place in the public board meetings and the finance committee meetings. Construction meetings were held where the use of funding was discussed, along with the allocation of ARP ESSER funds to meet

the immediate academic needs of the students experiencing an academic learning gap, whether based on academics, attendance, behavioral or affective issues.

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)**

There have been multiple open discussions at board meetings and finance committee meetings. The plan was and will be shared again at a public meeting of the Board of Directors. Construction meetings for renovations and additions have been held and there will be multiple public meetings where open discourse will be invited, and reinforced. There have been meetings with the teachers and they will have additional opportunities to provide feedback and suggestions. The document will be posted on the TASD website and comments will be invited. The Comprehensive Plan Steering Committee has had multiple discussions and opportunities to provide input and feedback.

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.

a. The Trinity Area School District has and will continue to provide free summer school to all K-12 students and transportation is provided if requested or necessary. Summer enrichment programs were and will be offered as well to allow the students to progress at their pace. Summer camps were held for ESL and ESY was provided for the special education students. The availability of mental health supports were provided during the school day, remotely and at the office or student residences if necessary. Additionally, the LEA will provide intensive or high dosage tutoring during the school day and after the school day as well. The Director of Curriculum will conduct an audit of the curriculum and identify areas of need. The focus will be on removing learning barriers for all students and the elimination of learning gaps the students have experienced as a result of the COVID-19 pandemic. The school closures and disruptions have impacted all students, but specifically the disadvantaged and non-traditional students. New elementary curriculum which is compatible with the technology employed during remote learning will be the same curriculum and resources as the in-person learners. Trinity is 1-to-1 with Chromebooks, and we supply hotspots, internet access and devices with internal internet connectivity. Students with additional needs will receive additional academic help. The addition of a Director of Curriculum and an additional guidance counselor at the elementary level will provide an improved model and methodology for best practices in instruction and curriculum. The elementary students needed additional support to address the potential learning gaps. b. The free summer school option and potential transportation option did allow and will continue to allow all K-12 students to access the evidenced based interventions. Specifically, the student groups which are most disproportionally impacted will have barriers removed or bypassed to insure equality and full access to the supports. The intensive tutoring in the normal school setting and available outside of the normal school day will help close the learning gaps for Chapter 14, Chapter 15, ESL, Homeless, Foster Care, Migrant, ethnic minorities, and traditionally underperforming populations. c. The funds reserved to identify, engage, and support students who missed in-person instruction during the 2019-2020 and 2020-2021 school years will be properly utilized and exhausted. The district will target the group of students who chose remote instruction over the in-person learning model. Students in the traditionally underserved or underperforming subgroups will be targeted as well. Students with high absenteeism or poor participation in remote learning will be targeted also. The in-class formal and informal formative assessments as well as benchmark, diagnostics and standardized tests result will be collected and analyzed to help identify areas of need for specific students.

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. The LEA has identified ARP ESSER funding to sustain services to address students' collective needs. The evidence-based interventions such as summer school, tutoring in and outside of the normal school environment and traditional school framework will continue to be offered. The funds will be utilized to purchase new elementary curriculum which will provide consistency for in-person or remote learners. Barriers such as transportation, support at home and technological issues and connectivity will be eliminated through the LEA's efforts. The staff and students' social, emotional, and mental health needs will be addressed by Tier 1, Tier 2, or Tier 3 support mechanisms. Tier 1 will be guidance and school-based supports, Tier 2 will be addressed by social workers and additional counseling, Tier 3 will be addressed by two outside contracted service providers who provide licensed therapists. The staff has an EAP available, and the licensed therapists are available to work with staff members as well, or they can provide referrals. The student nutrition and food services are all free to our students for the 2020-2021 and 2021-2022 school years. Our food services did an outstanding job of feeding the students in our community. The LEA also partners with the Washington County Foodbank, and we sponsor food pantries in our school buildings. b. The LEA has ARP ESSERS funding designated to support the goal of increasing opportunities to learn and provide equity in instruction by providing additional educational offerings, equal access to the curriculum and research-based instructional best practices. Students will be targeted individually based on attendance data and assessment data disaggregated by student groups and traditionally underserved populations. Interventions will be differentiated based on individual and similar needs.c. The LEA and the pandemic response team work closely with the Department of Health and communicate frequently with a DOH nurse and epidemiologist. The pandemic coordinator collaborates frequently with the staff at Intermediate Unit 1 to develop and maintain prevention and mitigation strategies. The LEA is working to host vaccinations on campus and to continue educating our staff, students, and community members on proper mitigation strategies. Trinity's Health and Safety Plan follows all mandates and weigh the recommendations when developing or adjusting the health and safety plan. Social Distancing is maximized whenever possible. d. Trinity has purchased and will continue to purchase Merv-13 filters. The temperature scanners and PPE devices have been extremely helpful in maintaining a safe environment for in-person instruction. The projected renovation and additions at the middle school will create additional instructional space and alleviate overcrowding at the elementary building. The interventions and project will help in containing the spread of the COVID-19 virus or any other infectious entities.

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	3,877,355	20%	775,471

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	Student progress will be collected based on in-class informal and formal assessments. The academic programs will include benchmark assessments related directly to standards attainment and comprehension. Additional data will be collected with quarterly assessments which will measure student progress and focus the instruction and curriculum to the individual student's needs via Understanding by Design and Learning Targets. Standardized assessment data will be collected and analyzed as well. This will provide a reference point of where the learning gaps exist and the progress of correcting and eliniating any identifd deficiencies.
Opportunity to learn measures (see help text)	All of the students will participate in a formalized progress monitor. This will be applicable to regular education students as well as special needs students. Student engagement for all students is required. All K-12 students have access to technology as we are 1-to-1 in K-12. The district is providing hotspots and various forms of remote connectivity to all students based on needs. The district is conducting an audit of curriculum K-12. The purchase of a Learning Management System, new curriculum and instructional resources which are aligned with the standards have been purchased as well. This will make certain the students will have equal access to a challenging curriculum and academic experience. The staff has been exposed to effective staff development and additional trainings in the area of curriculum and the usage of state of the art technology. The programs are efficient and effective, as they include benchmark assessments and a clear scope and sequences, and identified learning targets. We are focusing on inclusionary instructional practices as well. The district collects periodic survey information which provides satisfaction, effectiveness and feedback for potential areas of deficiency or improvement. The distribution of grades will be examined and the level of students identifd as requiring additional support will be identified as well. The district intends on eliminating all barriers to learning and student achievement. The survey data has been extremely positive in the area of academic success and the opportunities to learn.
	Overall, the ARP ESSERS funding allowed the district to retain 8 FTE

	Data Collection and Analysis Plan (including plan to disaggregate data)
Jobs created and retained (by number of FTEs and position type) (see help text)	positions. Additionally, the funding provided the hiring of 3 and 1/2 FTE positions. The ARP ESSERS funding has allowed the district to maintain 6 elementary cyber only teachers. Two secondary CIP instructors were able to be maintained and not furloughed. Additionally, the district hired a new Director fo Curriculum, an additional guidance counselor, and an additional 1/2 time CIP instructor as well. The district also hired an additional an computer technician to address the support for the new technologies.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	The ARP ESSERS funding has allowed the district to provide free summer school to any student who wished to participate. The funding will and has covered instruction and transportation as well. Tutoring is able to be provided during the school day and outside of the school day/year to students who require or request it. Trinity held an ESL Camp for students and their families.

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.

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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

$3,877,355.00

Allocation

$3,877,355.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$100,000.00	Salaries for providing summer school , administrative, professional and support staff members. 21-22 school year
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$172,250.00	Elementary Math Curriculum 21-22 school year.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$40,000.00	Middle School Social Studies Curriculum 21-22 school year
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$92,750.00	Elementary Math Curriculum 22-23 school year.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$100,000.00	Salaries for providing summer school , administrative, professional and support staff members. 22-23 school year

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$70,000.00	Elementary Math Curriculum 23-24 school year.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$130,000.00	Elementary ELA Program 22-23 school year
		$705,000.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

$3,877,355.00

Allocation

$3,877,355.00

Budget Over(Under) Allocation

$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$48,600.00	Elementary Guidance Counselor Salary 21-22
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$49,200.00	Elementary Guidance Counselor Salary 22-23
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$30,000.00	Elementary Guidance Counselor Benefits 21-22
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$30,000.00	Elementary Guidance Counselor Benefits 22-23
2200 - Staff Support Services	100 - Salaries	$100,000.00	Director of Curriculum Salary for 21-22 school year
2200 - Staff Support Services	100 - Salaries	$103,000.00	Director of Curriculum Salary for 22-23 school year
2200 - Staff Support Services	200 - Benefits	$40,000.00	Director of Curriculum Benefits for 21-22 school year

Function	Object	Amount	Description
2200 - Staff Support Services	200 - Benefits	$40,000.00	Director of Curriculum Benefits for 22-23 school year
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$20,677.00	Trauma Counseling 21-22
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$20,678.00	Trauma Counseling 22-23
2600 - Operation and Maintenance	400 - Purchased Property Services	$26,500.00	HS Carpet Library
2600 - Operation and Maintenance	600 - Supplies	$14,350.00	Filters and Cleaning Supplies 21-22
2600 - Operation and Maintenance	600 - Supplies	$14,350.00	Filters and Cleaning Supplies 22-23
2600 - Operation and Maintenance	700 - Property	$2,200,000.00	HVAC Upgrades to Trinity Middle School 21--22, 22-23, 23-24, ongoing.
2800 - Central Support Services	100 - Salaries	$40,000.00	Additional Computer Technician for 22-23, Salary
2800 - Central Support Services	200 - Benefits	$25,000.00	Additional Computer Technician for 22-23, Benefits
2800 - Central Support Services	700 - Property	$274,000.00	New Promethean Boards for classroom instruction for 21-22
2800 - Central Support Services	700 - Property	$61,000.00	Installation of New Promethean Boards for classroom

Function	Object	Amount	Description
			instruction for 21-22
2200 - Staff Support Services	600 - Supplies	$35,000.00	Milo Range Pro Police and Administrative/Staff/Students Threat Assessment Response
		$3,172,355.00	

Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	$200,000.00	$0.00	$0.00	$0.00	$0.00	$505,000.00	$0.00	$705,000.00
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	$97,800.00	$60,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$157,800.00
2200 Staff Support Services	$203,000.00	$80,000.00	$41,355.00	$0.00	$0.00	$35,000.00	$0.00	$359,355.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2400 Health Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2500 Business Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2600 Operation and Maintenance	$0.00	$0.00	$0.00	$26,500.00	$0.00	$28,700.00	$2,200,000.00	$2,255,200.00
2700 Student Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2800 Central Support Services	$40,000.00	$25,000.00	$0.00	$0.00	$0.00	$0.00	$335,000.00	$400,000.00
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
	$540,800.00	$165,000.00	$41,355.00	$26,500.00	$0.00	$568,700.00	$2,535,000.00	$3,877,355.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
				Final				$3,877,355.00