

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	<p>Short and long term diagnostic and formative assessments will be our most useful tools to respond to student learning gaps. The IXL diagnostic tool will help place actionable student performance information in educators' hands to help them address individual and classroom learning needs. We have also increased the rigor of academic tasks. Both student engagement and learning increase when students have access to truly rigorous tasks in our staff's classrooms. Some students may enter a flow state and experience productive struggle. Our teachers challenge Charleroi students to push their thinking and harness the collective skills of their teams. CASD teachers resist the urge to over scaffold and "water down" material. Instead, they take a step back and let students support one another and rise to the rigor of the task.</p>
Chronic Absenteeism	<p>The Charleroi Area school District, CASD, has and will continue to support chronic absenteeism by working with students, families, and community partners to support student attendance and the engagement of in-person education (including alternative school and innovative programs options), credit flexibility and blended learning. CASD partners with an after-school program in Washington County called Blueprints. This partnership helps provide after school programs for at-risk youth that are experiencing chronic absenteeism. Blueprints and Charleroi teachers collaborate and deliver lessons that are able to help struggling students with homework, social emotional skills teaching life skills such as recognizing and managing emotions, demonstrating caring for others, establishing positive relationships, making responsible decisions, and providing safe, supportive decision-making skills. Additionally, our staff volunteers outside of the school day to help families to maintain stability by providing interventions that assist them and their children through a crisis. Analyzing and planning for previous deficient student data regarding school attendance is a priority at CASD when identifying potential students for this program. With this program, we have experienced a positive impact on student attendance and student achievement. Furthermore, our truancy prevention services encourage student attendance to avoid risk of out-of-home placement. We continually advocate for students, families, and our teachers to advocate for college and career readiness to strengthen their future.</p>
	<p>CASD teachers and administrators have leveraged the fact that students are excited to be back with their peers and some students are willing to take more responsibility for their learning. After the return to in person learning, we have discovered that the key to learning is deliver lessons that tap into the power of student-driven engagement. Teachers and administrators have shared recent case studies that studied student engagement and the</p>

	Methods Used to Understand Each Type of Impact
Student Engagement	<p>importance of cultivating it, especially in the post Covid-19 pandemic era. The following strategies have been implemented by CASD educators to improve engagement and motivation in their classrooms as students return to in-person instruction. CASD teachers have “right sized” their lectures, to reserve more time for collaborative active learning. The faculty has given students real roles and responsibilities. Students have become more active, engaged participants in their own learning when CASD teachers have structured for autonomy. In most classrooms, when students are working independently, our teacher’s role is to support students by checking student work, answering students’ questions, and offering coaching and feedback. Instead, CASD teachers have gradually empowered their students to self-track their learning progress, coach their peers, and turn to each other and their resources to find answers to their questions. In turn, students have quickly become adept at personalizing the learning to one another’s needs. We also believe that must create structures for student ownership. For students to truly engage with their own learning, CASD teachers must first convey to students their need to understand what they are expected to learn. Teachers develop learning targets that describe the knowledge and skills their students should be able to demonstrate by the end of the lesson. Learning targets are broken down into success criteria so students can self-assess and track their learning progress. Once students meet all the success criteria, it means they have achieved the learning target. Students can check off their success criteria as they work, which keeps them focused on their academic tasks. Self-reflecting on their own progress also helps students learn the concepts more deeply. By implementing these strategies in the Charleroi Area School District classrooms, our staff has discovered why student-driven engagement is so important. Challenging students and staff to understand the importance of student engagement autonomy in our classrooms has helped the learning process become deeper and more authentic as our students experience the joy of being stretched beyond their limits.</p>
Social-emotional Well-being	<p>CASD relies heavily on the survey data collected from the PA School Climate Surveys. We routinely administer the Student Support survey, the Social/Emotional Learning scale, and the School Safe and Respectful Climate survey. We segment the results of this data to understand the perception of the general student population, as well as at risk groups such as English learners and students from disadvantaged background. Monitoring students’ level of engagement and make adjustments. CASD teachers have practiced finding a way of understanding whether their students are engaged and quickly adjusting instruction when they are not. Our teachers are taught to use their perceptions to read the room, but that doesn’t always work – students can be skilled at pretending to be engaged. CASD staff implements benchmark tools to measure student engagement that allows them to make more informed, data-driven decisions. The most effective way for our staff to monitor student engagement is to involve students in the process by having them use learning targets and success</p>

	Methods Used to Understand Each Type of Impact
	criteria, as discussed above. Learning targets and success criteria keep students focused and give our staff a concrete way of measuring whether students are engaged in their learning.
Other Indicators	We have instituted both broad and targeted programs to address learning loss and the academic needs of our students. On a broad basis we are using data from short- and long-term diagnostic and formative assessments tools to respond to student learning gaps. We use this tool to provide data on exactly what students know and what we need to do next to help them improve. To address the deficits we have instituted a credit recovery program that utilizes a mix of after school and summer programs. This is a universal program for all students to get back on track in those classes where they struggled during COVID. Staff provides a special intervention in this area for our low income families. For our elementary students a specific strategy focuses on reading intervention. A unified Structured Literacy approach within a school's Response-to-Intervention (RTI) framework allows teachers to utilize a tiered approach using the same curriculum to scaffold the learning and intensify the instruction as needed, with extra repetition, smaller group sizes, and/or increased instructional time.

Documenting Disproportionate Impacts

2. Identify **at least three student** groups in the LEA that faced particularly significant impacts from the pandemic. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	Performance assessment tools, faculty inputs, and standard grading processes. We assess progress against data from all students to look for outliers. We have a large percentage of students in this category so the data is collected across the district and impacts are reflected in our overall performance data
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	This population had a higher percentage of remote learning when schools began to open and remote learning was optional. We are analyzing performance data in against grade-level to determine if this group needs targeted support.
	This is a small subset of our student population but they are a group of focus for CASD. We have

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students experiencing homelessness	target programs already in place to support these students and we use testing and staff input to identify problems and performance. We know all of these students and staff closely monitors progress

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	We have instituted a rigorous training program for educators and counselors with both on-line and classroom training components. School administrators can seek out opportunities to intervene and reengage those students. Fundamentally, students want and need to feel connected and cared for. When schools uphold their responsibility to provide social and emotional support, the consistent and intentional connection with students can support engagement and prevent dropouts. An approach to identify students suffering from Covid trauma will include teachers, staff, and administrators who are trained (entire staff) in trauma awareness. The knowledge of this team will implement skills into their school climate and programing via classrooms, assemblies, lunch and/or breakfast groups, mentoring programs and the like.

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
	<p>Below are additional examples of how CASD addresses the additional needs of student attendance: Implement programs to support Tier II attendance interventions for students who need additional support to avoid chronic absences. Tier II supports include but are not limited to mentoring, home visits with the student and family and tailored physical and mental health supports. Promoting Safe Routes to School for all students to their respective schools CASD collaborates with families and community partners to identified to help assure the safest route to school. Local businesses and other community entities are identified as “safe student locations” where students can go to if they are not feeling safe or wish to report an unsafe situation. CASD continuously collaborates with the transportation department to ensure that all students have consistent safe access to transportation to and from their school. Purchase technology (including laptops, Wi-Fi hotspots or tablets) that enable students to have continued access to instruction both at school and home. CASD provides training to families and caregivers on how to use the technology while away from school. Technology investments have long-term benefits including providing additional academic opportunities for students and helping families communicate with their child’s school. CASD has invested in professional</p>

	Strategy Description
<p>Strategy #2</p>	<p>development on using attendance data to target and align evidence-based, multi-tiered interventions to mitigate the impacts of chronic absenteeism on academic and social-emotional wellbeing of students. CAD has provided intensive (short-term) academic support and prioritized students identified as chronically absent—including summer learning opportunities, learning extension programs, tutoring and other instructional support. CASD has helped students and/or caregivers meet their basic needs. Students who come to school without supplies or adequate basic needs often are subjected to bullying and embarrassment. Providing students with hygiene kits, clothing, access to a clothes washer/dryer and needed school supplies could help increase student attendance. We have provided students with learning material necessities and families with gift cards for food. Additionally we implement a program teacher driven called “Harvest Bounty” that helps families and students with food deficiencies at home. CASD strives to implement short-term investments that strengthen the coordination of services with other local systems of care including but not limited to juvenile courts, child welfare agencies, healthcare providers and housing entities to reduce student absences. Form new partnerships and identify mechanisms that allow for collaborative service provision that can continue once one-time funds are no longer available. CASD Enhances communication to students, families and community partners using multiple forms of communication tools. Our district has purchased new technology that increases effective and timely communication to families, including robocall, text messages and internet-based communication methods. Information should be translated for families that are non-English speaking. CASD hosts community activities and learning nights for families that incorporate messaging and supports for attendance. Our district celebrates attendance with promotional materials through social media, local news and radio stations and print outlets. CASD continues to develop and strengthen community partnerships to support attendance initiatives and goals. We help students and their families access community resources that will enhance school-based services and allow for the collaborative planning of innovative and sustainable opportunities to support students during the school year. We identify partnerships with faith-based groups, city and county officials, housing authorities, health care providers and business leaders to help families with basic needs.</p>

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	Summer intervention program aimed at new English learners coupled with an after-school program. These are specialized programs aimed at progressing our new English learners and moving them up to grade level as soon as we are able. This is a new program we developed to deal with an infusion of new english learners from a Haitian group of families resettled here. We have also made special allowances in our after school tutoring program for new english learners and students from low-income families. Not specific to low income students but our staff does a special outreach to this group to ensure they are aware of the intervention programs

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 Charleroi Area School District has actively included a variety of stakeholders in the consultation process. The CASD administrative team and the Board of Directors advertise all meetings in advance and our plans for using ESSER funds were discussed in several meetings. We actively 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. CASD conducts a comprehensive plan steering committee and members of the school community at large are able to engage in in-depth discussion in that meeting. The professional educators (teachers) attended a special planning meeting with the Superintendent of Schools and the Business Manager to openly ask questions and discuss scope and direction for the use of ARP ESSER funds. The ELS team met individually with the administration team to offer suggestions and review planning goals.

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)**

CASD encouraged and invited comment during the development of the plan for allocating the ARP ESSER funding by completing a number of surveys with parents, students and staff. Several discussions have been held in public during the 2021-2022 budgetary process. Our Superintendent, business manager and School Board regularly discuss plans in the public board meetings and the finance committee meetings. Comments are invited and welcomed from the public attendees and those comments are used to refine the planning process. Construction and program development meetings were held with staff 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, based on academics, attendance, behavioral or affective issues. Comments and inputs from all stakeholders are used to improve both the process and the plan.

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)**

CASD has and will continue to conduct open discussions at board meetings and finance committee meetings. The plan was and will be shared again at a public meeting of the School Board. Construction meetings for renovations will be held and there will be multiple public meetings where open discourse will be invited, and reinforced. Staff meetings with the teachers and support staff that specifically address ESSER spending plans are regularly held. The staff will have additional opportunities to provide feedback and suggestions. The planning document will be posted on the CASD 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.

CASD has concentrated its efforts using the funding under the ARP ESSR programs to provide evidence-based interventions to address learning loss. We have instituted created a plan that allocated funds across 11 departments to address effects of the pandemic. Categories of expenses included technology enhancements to effectively measure performance of students returning to full time attendance as well as those utilizing remote learning were also addressed. CASD also enhanced some specific areas of the curriculum with new textbooks and classroom materials to address areas where students fell behind during the remote learning periods. Another group of services included things like training and staff development. Additional funds will be used to increase our summer enrichment programs and after school programs to address specific classes where we have observed a decline in academic performance. Our learning loss funding was also used by our Emotion Learning Support (ELS) team to address those students in particular need. We improved our structured literacy program with enhanced tiered intervention programs. Developed a summer Credit Recovery Program which is a universal program for all students to get back on track in those classes where they struggled during COVID. Staff provides a special intervention in this area for our low-income families. Although we have designed specific programs for our at-risk students including English learners, students from low-income families, and students with disabilities, CASD has a large population of students in disproportionately impacted groups. In the district 58% of the student based is classified as disadvantaged and a full 20 % live below the poverty line. We also have more than 20 students who are homeless. Our interventions tend to be broad based to reach the maximum number of students. We have also kept a close watch on those students that missed the most in-person instruction during the recent school years; and those students who did not consistently participate in remote instruction when offered during school building closures. Our remote instruction software helps us track and identify those individuals. Our faculty continually reach out to parents, we have direct intervention through targeted messages home, we utilize our ELS staff to assess if there are emotional issues that need to be addressed. We have designed programs to provide alternative learning formats to try to reverse these dangerous trends.

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.

CASD has developed a plan for the additional funding available to address a range of issues that have manifested as a result of the pandemic. In the area of continuity of services, CASD proposes a combination of new positions and academic programs to address the issues identified. We will hire a school Nurse Assistant for the next 2 academic years to increase our handle on the ongoing health needs of our students and faculty. This position was eliminated a number of years ago and this funding will allow us to respond quickly to changing situations and provide more direct care to students. This also provides a small increase in access to healthcare to those students in need that don't have regular access to health professionals. We have also added a number of academic classes that are a direct response to our surveys of parents and students. This includes a Cyber Security program, an Engineering and drafting class; a 21st Century Music Instruction program, and a program Life Tactics for navigating a post-pandemic environment. These courses will include some new positions that will be funded through the ESSR program. We have made significant investment in the food service program infrastructure with ESSR funds during the last year. We have made some small allowances of the current funds for this purpose. We have also programmed one additional paraprofessional position for the SE/LS program. This will continue our upgrade of our emotional support team. In response to needs for Access to Instruction we continue to monitor our current programs to explore additional ways to leverage opportunities to learn. We recently increased both our summer and afterschool programs using ESSR funding. We have a plan to monitor those programs this school year and summer. If we are not achieving the desired results in those programs, we plan to reprogram some of these current funds to address issues that occur. We have a number of efforts aimed at the Mitigation Strategies area. These include Facility Improvements as well. CASD looked critically at all facilities during the pandemic all geared to compliance with state mandates and CDC guidance. Space planning has been a big topic for us to reduce class size as well as the other areas of the school where student congregate, and social distancing was problematic. We had unused space that we could utilize however, the heating/air conditioning and air quality of those space made unusable to us during the pandemic. We plan to rehabilitate two areas including a pool area and an old shop room that have not been used for years. We closed to pool a number of years ago and we have no need or use for that facility at this time. We propose to cover the pool with a new floor and free that whole area for consolidation of other recreation facilities. This will free up two additional spaces for us to use for record storage and academic rooms. The old shop space will be converted to a space for our art department and that will free an additional two classrooms for alternative uses. This will allow us to adhere to our social distancing planning and reduce virus transmission.

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	3,563,286	20%	712,657

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	To identify specific gaps CASD is using short- and long-term diagnostic and formative assessments tools to respond to student learning issues. CASD uses AIMSweb is a benchmark and progress monitoring system based on direct, frequent, and continuous student assessment. We utilize the Dynamic Indicators of Basic Early Literacy Skills (DIBLES) tests at all grader levels. We give various subtests at least 3 times per year to first get a baseline and then to measure progress. We segment the data by at-risk group to search for underlining issues. We have some issues in our English learners' group. These students were particularly affected by the learning environment that existed in the heights of the pandemic. Data is used to devise after school and summer programs, identify students for tier 2 and 3 specialized support and to evaluate the potential effectiveness of reading programs and other outside program opportunities.
Opportunity to learn measures (see help text)	CASD has invested heavily in technology, technology training and to provide access to STEM related programs for all of our students and faculty. We have made our at-risk student body a particular focus for technology investment. In the beginning of the pandemic this included making sure all students had access to computers, broad band, and other technology related tools to ensure we could minimize leaning loss across the LEA. We don't do any specific technology related data collection beyond our annual survey to families on the at-home access to technology. We try to keep a close watch on what technology is available to individual students in the event of a back slide and the requirement to go to remote instruction. We keep a solid inventory of what technology is in the hands of students and we monitor those inventories to keep current with changing standards.
Jobs created and retained (by number of FTEs and position type) (see help text)	CASD has created 3.5 fulltime equivalent jobs by utilizing ARP ESSR funding. These are school district direct hires. We have also purchased a number of part-time hours from outside vendors and the Intermediate Unit which also contributes to the capacity building within the district. Expansion of FTE's included Emotional Learning Support positions, Reading specialists as well as other instructional personnel.

	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>As stated earlier once we identify which programs are most needed and best suited for after-school and summer programs we need to actively engage students and their families to take advantage of these offerings. Identifying students who would benefit from additional programs is one task but identifying students who will take advantage of these programs is another task entirely. Staff routinely meets with our at-risk families to offer programs and support. Once specific students are identified as possibly benefitting from these extracurricular offerings, we will send targeted communication to those families to make them aware of the problems and solutions we are offering. We monitor who is attending these programs and we plan to stratify performance data across at-risk group such as our English learners, students from low-income families and our homeless students etc., to analyze the progress and effectiveness of these programs.</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

\$3,563,286.00

Allocation

\$3,563,286.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$140,000.00	The average base salary for a teacher. Position of new engineering and drafting program to be created using new technology acquired from ESSER grants and to promote advanced learning in specialized fields for students with college-bound aspirations. 2-years.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$102,874.00	The average base benefit cost for a teacher. Position of new engineering and drafting program to be created using new technology acquired from ESSER grants and to promote advanced learning in specialized fields for students with college-bound aspirations. 2-years.

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$140,000.00	The average base salary for a teacher. Position of new specialized music and technology to be created using new technology acquired from ESSER grants and to promote advanced learning of the arts and combination of technological advances in recording and production utilized in the 21st century. 2-years.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$102,874.00	The average base benefit cost for a teacher. Position of new specialized music and technology to be created using new technology acquired from ESSER grants and to promote advanced learning of the arts and combination of technological advances in recording and production utilized in the 21st century. 2-years.
			The average base salary for a teacher. A position designated to teach cyber security and other digital-

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$140,000.00	focused instruction meant to promote learning in a popular post-graduation field and piggyback off of the technological gains and deficiencies of a post-pandemic educational environment. 2-years.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$102,874.00	The average base benefit cost for a teacher. A position designated to teach cyber security and other digital-focused instruction meant to promote learning in a popular post-graduation field and piggyback off of the technological gains and deficiencies of a post-pandemic educational environment. 2-years.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$40,768.00	The average base salary for a paraprofessional. Additional paraprofessionals are required to assist with the onslaught of increasing social and emotional issues that have been the fallout of students' classroom interaction being reduced during the pandemic and their adaptation to several new technological advances. 2-years.

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Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$18,308.91	The average benefit costs for a paraprofessional. Additional paraprofessionals are required to assist with the onslaught of increasing social and emotional issues that have been the fallout of students' classroom interaction being reduced during the pandemic and their adaptation to several new technological advances. 2-years.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$140,000.00	The average base salary for a teacher. A position designated regular education students generalized day-to-day lifestyles adapted for more modern environments faced by as students begin to face adult life post-graduation. Skills to include navigating expenses, cooking, and nutrition, understanding proper communication skills required in a digital workplace, assessing modern job titles and roles that have evolved in the last 15 years, and focusing on opportunities & skillsets that can aid students. 2 years
			The average base

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$102,874.00	benefit cost for a teacher A position designated regular education students generalized day-to-day lifestyles adapted for more modern environments faced by as students begin to face adult life post-graduation. Skills to include navigating expenses, cooking, and nutrition, understanding proper communication skills required in a digital workplace, assessing modern job titles and roles that have evolved in the last 15 years, and focusing on opportunities & skillsets that can aid students. 2- years
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$10,000.00	New/modern equipment for new lifestyle adaptation classroom. Modernized cooking equipment and toolsets.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$56,000.00	New science curriculum for modern education.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$22,378.09	Start-up supplies for these new positions.
		\$1,118,951.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$3,563,286.00

Allocation

\$3,563,286.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2400 - Health Support Services	100 - Salaries	\$72,000.00	Base salary. Addition of a nursing assistant to help lessen the workload of existing nursing staff in a COVID environment. Allows our existing nurses to dedicate more time catching up on lost time managing the pandemic day-to-day chaos and return to a more normalized setup where they can better be utilized to identify medical issues in students. 2- Years.
2400 - Health Support Services	200 - Benefits	\$72,335.00	Benefits. Addition of a nursing assistant to help lessen the workload of existing nursing staff in a COVID environment. Allows our existing nurses to dedicate more time catching up on lost time managing the pandemic day-to-

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Function	Object	Amount	Description
			day chaos and return to a more normalized setup where they can better be utilized to identify medical issues in students. 2- Years.
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$1,200,000.00	Pool area renovation. Building a permanent load bearing structure over the previously occupied pool area. Using the underside of the pool area for storage. Upper area to be repurposed for educational, and instructional purposes to better allocate available school real estate.
2600 - Operation and Maintenance	700 - Property	\$400,000.00	Camera, door, and PA security renovation and upgrades.
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$700,000.00	Art room. Converting an unused shop room into a modern art studeo. This will free up several classrooms in the main building and allow the art program to expand well beyond the confines limited by their current setup.
		\$2,444,335.00	

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	\$560,000.00	\$411,496.00	\$0.00	\$0.00	\$0.00	\$88,378.09	\$0.00	\$1,059,874.09
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$40,768.00	\$18,308.91	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$59,076.91
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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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	\$72,000.00	\$72,335.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$144,335.00
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	\$400,000.00	\$400,000.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,900,000.00	\$1,900,000.00
	\$672,768.00	\$502,139.91	\$0.00	\$0.00	\$0.00	\$88,378.09	\$2,300,000.00	\$3,563,286.00

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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								\$3,563,286.00