

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 LEA will examine a variety of academic measures to continue monitoring the impact of lost instructional time in the 2021-22 school year and in subsequent years. The LEA was able to implement full-time, in-person instruction for the entire 2021-22 school year. From a high level, data from state assessments will be analyzed. Additionally, universal assessments and diagnostic tools will be utilized for students in grades PreK-8 in both reading and math (ex. iReady reading, Acadience Reading and Math, phonic screener, etc.). These assessments, along with subject and course specific pre-assessments will assist in determining gaps in prerequisite learning so that appropriate intervention measures can be delivered. Progress monitoring will be used to monitor students' responses to research-based interventions. Staff will also participate in curriculum revision and development to address specific learning gaps at the Tier 1 level.
Chronic Absenteeism	Attendance data from the student information system is, and will continue to be, examined on a regular basis to identify students and families for which interventions must occur. Those interventions vary from phone calls and meetings with the principals and deans of students to interventions (meetings, home visits) by the district social worker to interventions through the truancy process and/or the county Children, Youth, and Families agencies. At each building in the LEA, support teams consisting of administration, school counselors, social worker, and other personnel convene at least weekly to examine data and address specific student concerns.
Student Engagement	Both quantitative and qualitative data will be used to assess student engagement. Numbers of students participating in extra curricular activities at the high school level will be analyzed to determine the effectiveness of these programs and what/if any changes should be made to attract additional participants. It has been noted that there is a need for extra-curricular opportunities for middle school students in the LEA. Groups will be formed to address this need. Teacher feedback and observation of students' behaviors in the classrooms is also a valuable tool to gauge student engagement in the academic programs. The LEA will also use the results from student surveys to determine needs and changes to programs to meet students' needs. Strong adult/student relationships are an integral part of enhancing student engagement and the use of advisory periods is another way to target work in this area. Attendance and discipline data are also key items of note in this area.

	Methods Used to Understand Each Type of Impact
Social-emotional Well-being	A key to the social emotional well being is evidence of strong relationships. These relationships must continue to be fostered on many levels: teachers-students; teachers-parents; LEA-community; parents-students. Of all of the factors outlined, the LEA has determined that social emotional learning and well being is a high priority. The LEA will employ additional mental health resources and will continue to contract with behavioral health agencies to address the needs presented by students and staff in this area. The LEA will continue to engage students in both formal and informal assessments of mental health/social emotional needs and solicit feedback to inform practices going forward. The LEA is involved in the Trauma-Skilled Schools Network through the Appalachia Intermediate Unit 8 and the National Dropout Prevention Center. This partnership will be essential to assist in providing supports to staff in identifying warning signs regarding trauma and how to work with students experiencing trauma. It is important to note that mental health supports for staff will also be necessary, as staff have experienced increased stress over the last several years during the pandemic. Additional community engagement will also be necessary to provide support for programs for students, staff, and parents.
Other Indicators	

Documenting Disproportionate Impacts

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

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	During the 2020-21 school year, the LEA operated in various stages of virtual and in-person instruction. Students with disabilities were assessed on an individual basis and many attended in-person for the majority of the school year. Data from progress monitoring as well as attendance data is used to determine areas of ongoing need or new areas to be addressed by the IEP team. Formal evaluations will also continue to determine if special education services are required for other students who are not yet identified as having a disability. Additional assessment data to be used may including assessments such as: cognitive functioning

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	skills; executive functioning skills, functional behavioral assessments, other academic assessments. A variety of students will participate in after school programs, summer programs, and Extended School Year to help close instructional gaps and to assist students in retaining previously learned skills. Curricular changes may also need to occur to ensure that students are accessing learning that is appropriate to their needs.
Students from low-income families	The pandemic has intensified the needs of some low income families in the LEA, while it has also increased the numbers of families who have not previously not qualified as such, but who are now considered low income due to a variety of factors. The LEA has provided all students with a 1:1 technology device. However, some families in the district are still without reliable internet access. The LEA continues to work with these families to support them in acquiring better service. The school counselors and Student Assistance Team members continue to work with families needing assistance with food, shelter, medical care, and behavioral health services. The LEA will continue to analyze data coming from these sources to determine what additional steps must be taken to help families overcome some of the financial barriers that can often lead to academic struggles.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	Students in grades K-2nd = The pandemic prevented some families from enrolling their children in the district's PreK programs and some families chose to participate in cyber school for their young children during the 2020-21 school year. In addition, quarantines and isolations as a result of COVID exposures and/or diagnoses caused poor attendance for many students during the last school year. As a result, the LEA has determined that many primary students are behind grade level benchmarks as they may not have had limited access to preschool and early

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	intervention services. The LEA will continue to use universal assessments, both local and nationally normed, to analyze student growth and intervene using research-based interventions and progress monitoring.

Reflecting on Local Strategies

3. Provide the LEA's assessment of the top two or three strategies that have been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Include at least one strategy addressing **academic needs** and at least one strategy addressing **social-emotional needs**.

	Strategy Description
Strategy #1	The LEA has worked to develop individualized plans for the most at-risk students to re-engage them in school. These plans address the specific needs of each student in terms of academics, behavior, attendance, and mental health. Plans for the older students focus on remaining on track for graduation and plans for the younger students typically focus on closing academic gaps and working with parents to ensure that their children attend school on a regular basis. Each building in the LEA has a different approach to these plans, according to the age level of the student and his/her particular need. Outside resources (CYF, behavioral health agencies, medical providers, potential employers) are often utilized to help students and families succeed.

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 LEA continues to employ school counselors and social workers to address students' Tier 1 and Tier 2 social emotional needs. In addition, the LEA contracts with a variety of agencies to help address the needs of students and families needing Tier 3 support. Two independent contractors provide resources within the school buildings and offer family support, in addition to student support. These partner agencies are often able to connect families to other necessary supports needed to assist their health as a family in minimizing the impacts of experienced trauma (ex. family based counseling, drug and alcohol rehabilitation or counseling, etc.).

i. Impacts that Strategy #2 best addresses: (select all that apply)

- ☐ Academic impact of lost instructional time
- ☐ Chronic absenteeism
- ☐ Student engagement

- ☒ Social-emotional well-being
- ☐ Other impact

ii. If Other is selected above, please provide the description here:

iii. Student group(s) that Strategy #2 most effectively supports: (select all that apply)

- ☒ Students from low-income families
- ☐ Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- ☐ Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- ☐ English learners
- ☐ Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- ☒ Students experiencing homelessness
- ☒ Children and youth in foster care
- ☐ Migrant students
- ☐ Other student groups: (provide description below)

iv. If Other is selected above, please provide the description here.

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	

i. Impacts that Strategy #3 best addresses: (select all that apply)

- ☐ Academic Impact of Lost Instructional Time
- ☐ Chronic absenteeism
- ☐ Student engagement

- ☐ Social-emotional well-being
- ☐ Other impact

ii. If Other is selected above, please provide the description here:

iii. Student group(s) that Strategy #3 most effectively supports: (select all that apply)

- ☐ Students from low-income families
- ☐ Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- ☐ Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- ☐ English learners
- ☐ Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- ☐ Students experiencing homelessness
- ☐ Children and youth in foster care
- ☐ Migrant students
- ☐ Other student groups: (provide description below)

iv. If Other is selected above, please provide the description here:

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

In this second section, LEAs are asked to provide information on how stakeholders will be engaged in planning for the use of ARP ESSER funds, how stakeholder input will be utilized, and how the LEA will make its LEA Plan for the Use of ARP ESSER Funds transparent to the public—all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

4. Stakeholder Engagement

Describe how the LEA, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders. **(3,000 characters max)**

(Stakeholders include students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the LEA, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

Input was gathered from a variety of stakeholders using various methods aimed at understanding a wide range of viewpoints. An online survey was utilized to engage the broadest spectrum of stakeholders to help prioritize district needs related to the allowable funding categories of the grant. The survey was distributed to staff and the school board via the superintendent's newsletter and to the community via the district website and parent application. Stakeholders were asked to select five priority areas from the list and were provided an opportunity to expand upon their priorities in an open ended format. From these priorities, smaller, focus group conversations ensued to discuss more specific strategies for addressing the priority areas and to develop plans for budgeting and evaluation. Moving forward, the LEA will continue to utilize the focus groups to discuss data relevant to the plans and to evaluate the effectiveness of the plans to determine the process of making necessary adjustments. The LEA will also utilize this information as it develops goal areas in its Comprehensive Plan.

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)**

Input from community and school stakeholders shaped both the educational programs and budgetary directions of the initial plan. School staff will be integral in shaping the implementation of the programs being provided, both during the school year and in the summers. The LEA believes that these are “living and breathing” plans, therefore, ongoing

stakeholder involvement will be necessary to assess programs and offer suggestions for adjustments based on a variety of data points. Student input will also be essential to the implementation of programs related to social emotional health and student engagement.

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)**

As mandated, the plan will be made publicly available on the LEA website so that it can be accessed by members of the community. In addition, school district financial reports are also readily available to the public. As these funds are included in future LEA general fund budgets, presentations of these budgets, in committee and as a whole, are also open to the public. Anyone requesting an alternative format will be provided with one.

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.

Using MTSS, a variety of evidenced-based interventions will be employed for academic, behavioral, social, and emotional supports for students who have been affected by the impact of lost instructional time. A variety of Tier 1 improvements will be made to assist all students. Due to class size, an additional FTE will be maintained to reduce class size & allow for continued physical distance. Especially with low-income children & children with special needs, the smaller class sizes will support both academic loss and social emotional need. In addition, a special education teacher will be hired to assist in the growing numbers of students with IEPs, as well as recouping learning loss for those students who are already identified with special needs. It is predicted that additional ESY services will be needed for the next few years and funds have been allocated to support these needs to help minimize further learning loss for students. Tier 1 instruction in both reading and math continue to evolve and teachers will participate in curriculum development/revision to adjust for past learning loss and remediation, and also accelerating learning. Improvements in Tier 1 reading & math materials will be acquired through these funds. Several of the programs, such as iReady, have diagnostic assessments built in and will assign students instruction at their reading levels, promoting success. Universal assessments are at the heart of the MTSS model. Use of nationally normed benchmark assessments is essential. Acadience Learning will be utilized as one of the universal assessments administered to students to determine if students are performing at the appropriate grade level benchmarks & will give staff intervention information. The LEA will invest in math interventions as many students are showing learning loss related to foundational math skills. These gaps have been revealed in student groups such as those from low-income families. The LEA has determined, with the help of its stakeholders, that physical wellness and social emotional wellness have suffered through the pandemic and steps must be taking to help remediate these losses as well. An additional PE teacher will be employed to allow for expanded PE options for secondary students, including the incorporation of improved cardiovascular equipment in the fitness center. This individual will also help to facilitate a course for the upper-level high school students in the areas of health and resilience. This course will provide students with knowledge and skills in the areas of healthy relationships, belonging and connecting, coping skills, and anxiety/depression and general life stressors. The LEA's use of Go Guardian, a system for managing its 1:1 devices and filtering for online use will be expanded to include its Beacon product, which will assist school staff in monitoring risky searches/online behaviors, such as anxiety, depression, suicidal ideation, and bullying/threatening behavior.

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.

As some parents will continue to choose to use the LEA Cyber Academy to provide online education moving forward, the LEA will utilize funds to help support the cost of its teachers involved in the cyber academy for those students who remain virtual. In addition, the district will continue to contract with partner agencies to provide alternative education and counseling services to students who have been affected in some way by the pandemic (loss of instructional time, family issues, anxiety/depression/peer issues, etc.). Ongoing technology needs will be funded through these funds, as 1:1 devices will continue to be provided to students in grades PreK-12th. Chromebooks and Chrometables will be purchased as part of the regular replacement cycle as students move from one building in the LEA to another (ex. Middle School to High School). Videoconferencing tools, the learning management system, and funding for a summer tech intern to assist in the refreshing of devices and routine summer maintenance will be funding utilizing ARP ESSER. All of these things will continue to support students' academic and technology needs and will be necessary, regardless of instructional model (traditional or online). As an increased number of students are being identified with speech and language deficits, the LEA will work with an independent contractor to supplement the speech and language pathologists employed by the LEA to meet the needs of these students. Another area of need to be address is staff retention. The pandemic and its residual effects have placed a strain on all staff. However, our support staff (custodians and paraprofessionals, in particular) are critical employees that the LEA continues to lose to other employment. Replacements for these staff have become extremely difficult to acquire. Therefore, funds from ARP ESSER will be utilized to provide retention bonuses to these critical support staff members in an effort to entice them to maintain employment with the LEA. The social and emotional needs of students continue to be a critical component of the educational program and the rising number of students requiring some form of check ins and/or counseling is higher than ever. An additional school counselor at the high school will provide an opportunity for a second, dedicated individual to help with the Tiers 1 and 2 needs in this building. The current arrangement of having one of the counselors split time between both the middle and high schools has proven to be inadequate to meet the needs of students and staff. The LEA will also explore programs geared toward kindness, coping skills, and social emotional health in which to become involved. The school psychologist and MS staff have investigated initiatives such as Rachel's Challenge, which could provide a structured way to couple with the existing PBIS systems. Regarding health and safety, the LEA will work to address a variety of items through the ARP ESSER funds to include additional nursing services contracted with a local agency; replacing the carpeting in various high traffic areas of the elementary school with a hard surface to promote a more sanitary environment; upgrades to the dated HVAC systems in the Career and Technical wing of the high school and the MS & HS auditorium to increase airflow and ensure the most efficient systems possible; purchase of a new orbital cleaner which will be able to more easily maneuver smaller spaces, such as

classrooms, to provide more efficiency and a cleaner end product.

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	3,738,381	20%	747,676

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

In this fourth section, LEAs are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

11. Capacity for Data Collection and Reporting

LEAs must continuously monitor progress and adjust strategies as needed. Describe the LEA's capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	Evidence of student learning and growth will be gathered in an ongoing process through a variety of local, nationally normed and state assessments, formative and summative assessments at the classroom level, and diagnostic assessments. Students in core subjects will participate in baseline assessments at the beginning and end of the year (at the least) to determine growth and achievement and learning gaps will be identified and addressed through a variety of interventions. Flexibility in planning and scheduling, as well as grouping students, will be a key to responding to instructional needs and changes. Where possible and appropriate, small group instruction will take place to focus on skills and areas of need. Students with IEPs will continue to participate in regular progress monitoring of IEP goals and participate in ESY, where appropriate. Regular reviews of data derived from social emotion surveys, counselor notes and observations, SAP referrals, Safe2Say reports, and outside counselor/service consultation will be necessary to assess the impacts of the social emotional learning aspects of the program. These observations, along with attendance and disciplinary data, will be important in helping students recover from emotional trauma and engage more fully in the academic and extracurricular programs available.
Opportunity to learn measures (see help text)	The LEA will focus on ways to enhance the learning of both staff and students. We recognize that learning is an ongoing process and for our students to be successful, educators must also continue to learn and change to meet the demands of today's students. The LEA will analyze a variety of data to monitor the effectiveness of programs created and maintained through this project/plan: student and staff attendance data; student participation in extracurricular activities; student and staff usage of technology, both hardware and software; student academic and perceptual assessments and data; SAP data; credit recovery coursework and intervention systems; staff feedback on professional development; family surveys regarding services available to students.
	One FTE (5th grade teacher) position was created to reduce class size

	Data Collection and Analysis Plan (including plan to disaggregate data)
Jobs created and retained (by number of FTEs and position type) (see help text)	and allow for increased support for struggling students. One FTE (special education teacher) position was created at the Tyrone Area Elementary School to support both the increased number of students struggling academically and the increased number of students qualifying for special education services through learning support. One FTE (physical education teacher) position was created to support student resiliency and physical health and wellness. This FTE will support an additional course at the high school level focusing on health and resiliency skills for older teens as they near the completion of high school, in addition to an expansion of choices in the physical education curriculum. One FTE (high school counselor) position was created to support the increased number of low to mid-level mental health needs of students. Currently, one of the existing counselors shares time between the middle and high school buildings. The increased number of students and families needing school counseling services necessitates an expansion of these positions. The LEA will facilitate plans to maintain these positions after the expiration of these funds. In addition, the LEA will offer retention bonuses to support staff (ie. paraprofessionals and custodians) in order to maintain their employment with LEA as it recovers from the pandemic. These are needed services for staff and students. In addition, a technology intern will be employed in the summer months to assist existing tech staff with device clean up and general technology tasks to prepare for the coming school year.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Current plans for funding including leveraging the majority of resources for students and staff during the school day to provide a network of supports for students and staff to recover and accelerate growth. After school and summer programs may arise from the use of these funds, but are not yet developed, nor included in the expenditures of these funds.

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

\$3,738,381.00

Allocation

\$3,738,381.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$40,000.00	In house Cyber Teacher Wages - \$150/student to the teacher of record. It is anticipated that there will be some families who continue to elect virtual learning for their children.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$12,000.00	In House Cyber Teacher Payroll Benefits less applicable subsidy.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$92,999.00	Physical Education/Resiliency Teacher Salary for 2022-23 & 2023-24 - Salary as per CBA
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$65,110.00	Payroll and Medical Benefits for Physical Education/Resiliency Teacher for 2022-23 & 2023-24 - less applicable subsidy

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$96,976.00	Additional 5th Grade teacher for 2022-23 & 2023-24 - Salary as per CBA. Class size reduction for academic and physical distancing reasons.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$66,022.00	Payroll and Medical Benefits for Fifth Grade Teacher for 2022-23 & 2023-24 - less applicable subsidy
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$158,875.00	Support Staff Retention bonuses for 2021-22 & 2022-23. it is necessary to retain our current staff, as replacements are becoming more difficult to find and many vacant positions are left unfilled.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$12,155.00	Retention Bonuses - Payroll Benefits (SS)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	700 - Property	\$50,000.00	Equipment Replacement in Student Fitness Center - Individual Items \$3-4,000 apiece. This will promote healthy lifestyles with students as they build resilience and social emotional health.

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Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$55,000.00	Contracted Speech Language Services for 2023-24 (Prior years covered by ESSER II)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$16,321.00	Additional Extended School Year services provided by IU08 - 2021
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$92,999.00	Additional Learning Support Teacher - Learning Support - Salary as per CBA - 2022-23 & 2023-24 - will support increasing needs of special education students, both existing and newly identified.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$65,110.00	Payroll and Medical Benefits for Learning Support Teacher for 2022-23 & 2023-24 - less applicable subsidy
1400 - Other Instructional Programs – Elementary / Secondary	300 - Purchased Professional and Technical Services	\$150,000.00	Contracted Alternative Education Services for 2023-24 - Contracted with Nittany Learning Services to provide academic, behavioral, and counseling services to students within district buildings.
		\$973,567.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$3,738,381.00

Allocation

\$3,738,381.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$48,250.00	Additional Guidance Counselor - Salary as per CBA - 2023-24 - necessary to address the growing Tiers 1 and 2 social emotional needs of students
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$14,408.00	Payroll and Medical Benefits for Guidance Counselor - 2023-24 - less applicable subsidy
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$40,000.00	Rachel's Challenge Programming for 2022-23 & 2023-24 - Paired with existing PBIS programs to promote kindness and resiliency among staff and students
			College & Career Readiness Advisor - 2022-23 & 2023-24 -

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Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$47,000.00	Contracted through Franlin and Marshall University to provide guidance to students in the areas of college selection/acceptance, job acquisition, etc.
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$14,000.00	Contracted Technology Intern - 2022-23 & 2023-24 - to assist existing tech team with summer technology tasks such as device refresh and general maintenance of systems.
2200 - Staff Support Services	600 - Supplies	\$29,000.00	Canvas Software - 2022-23 & 2023-24 - District wide learning management system for use during both in person and virtual instructional models.
2200 - Staff Support Services	600 - Supplies	\$9,000.00	Canvas Add-On - Canvas Studio - 2022-23 & 2023-24 - video tool to supplement LMS use above.
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$2,000.00	HotSpot Connections for Students with no internet access
2200 - Staff Support Services	600 - Supplies	\$23,918.00	BoardWorks K-12 Suite - Interactive lessons - Used for core subjects as a library of standards based lessons and tutorials for students.

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Function	Object	Amount	Description
2200 - Staff Support Services	600 - Supplies	\$180,000.00	Chromebooks & cases to replaced end of life devices for students entering 5th & 9th Grades. 360 @ \$250 each (2022-23 & 2023-24)
2200 - Staff Support Services	600 - Supplies	\$8,000.00	Zoom Video Communications - Licensing for district wide use of this online conferencing tool to be utilized for classroom use, as well as meeting use.
2200 - Staff Support Services	600 - Supplies	\$16,500.00	Math Interventions - 2022-23 & 2023-24
2200 - Staff Support Services	600 - Supplies	\$60,000.00	GoMath K-8 Curriculum
2200 - Staff Support Services	600 - Supplies	\$90,000.00	Chrome Tablet Replacements for end of life devices - 1st grade (2022-23 & 2023-24) 180 devices and cases @ \$250 each
2200 - Staff Support Services	600 - Supplies	\$23,962.50	GoGuardian Device Management Software - monitoring/filter tool for student 1:1 devices.
2200 - Staff Support Services	600 - Supplies	\$9,562.50	GoGuardian Beacon (Suicide prevention tool) Software - supplement to above tool that will assist staff in monitoring for risky

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Function	Object	Amount	Description
			or threatening online searches and behaviors.
2200 - Staff Support Services	600 - Supplies	\$96,000.00	Teacher replacement laptops - 80 @ \$1,200 each
2200 - Staff Support Services	600 - Supplies	\$93,000.00	iReady Curriculum Software - Diagnostic and instructional tool for reading for students in grades K-8.
2200 - Staff Support Services	600 - Supplies	\$85,000.00	K-6 reading Program Upgrade - Tier I for all students to serve as core program.
2200 - Staff Support Services	600 - Supplies	\$22,000.00	Acadience Learning Online & Data Management Software - 2022-23 & 2023-24 - universal assessment for reading and math to assist with the development of interventions.
2400 - Health Support Services	300 - Purchased Professional and Technical Services	\$45,000.00	Contracted Nursing Services - to assist with future nursing needs created by the pandemic.
2400 - Health Support Services	600 - Supplies	\$5,000.00	Misc. PPE
2600 - Operation and Maintenance	600 - Supplies	\$5,000.00	Additional Cleaning Supplies

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Function	Object	Amount	Description
2600 - Operation and Maintenance	600 - Supplies	\$10,000.00	Air Filters for Univents, etc.
2600 - Operation and Maintenance	600 - Supplies	\$9,500.00	Floor cleaning/polishing pads
2600 - Operation and Maintenance	700 - Property	\$9,000.00	Orbital Floor Cleaner - three quotes obtained and prior approval form submitted
3300 - Community Services	700 - Property	\$9,000.00	Replacement Southbend Convection Oven with 6" casters, freight included - Prior approval submitted.
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$130,000.00	Elementary School carpeting replacement to solid surface flooring including installation - to provide a surface that can be cleaned more easily and frequently - high traffic areas utilized by staff and students. Prior approval submitted.
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$816,250.00	HVAC Replacement for CTE wing and natatorium. Prior approval submitted.
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$814,463.00	HVAC Replacement - Auditorium - Partially paid out of ESSER II - Prior Approval submitted.

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		\$2,764,814.00	
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Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$388,850.00	\$220,397.00	\$0.00	\$0.00	\$0.00	\$0.00	\$50,000.00	\$659,247.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$92,999.00	\$0.00	\$71,321.00	\$0.00	\$0.00	\$0.00	\$0.00	\$164,320.00
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	\$150,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$150,000.00
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	\$62,658.00	\$0.00	\$87,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$149,658.00
2200 Staff Support	\$0.00	\$0.00	\$16,000.00	\$0.00	\$0.00	\$745,943.00	\$0.00	\$761,943.00

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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
Services								
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	\$45,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$50,000.00
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	\$24,500.00	\$9,000.00	\$33,500.00
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	\$9,000.00	\$9,000.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$1,760,713.00	\$0.00	\$0.00	\$0.00	\$1,760,713.00

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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
	\$544,507.00	\$220,397.00	\$369,321.00	\$1,760,713.00	\$0.00	\$775,443.00	\$68,000.00	\$3,738,381.00
				Approved Indirect Cost/Operational Rate: 0.0000				\$0.00
								Final \$3,738,381.00