

## 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?

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Academic Impact of Lost Instructional Time</b>	The RASD is utilizing a variety of tools to determine the academic impact of lost instructional time including teacher assessments, NWEA data, IXL data, and CDT data. In addition, assessment data obtained from the PSSA and Keystone will be used. Perception data is obtained through the use of teacher, student and parent surveys.
<b>Chronic Absenteeism</b>	Data obtained through the district's student information system has been (and continues to be) analyzed comparing pre-pandemic absenteeism with current data. The impact of required quarantining students has had a tremendous effect on student achievement. Assessment data and COVID tracking data are also instrumental in this area.
<b>Student Engagement</b>	Data from student surveys and attendance at activities (extracurricular and co-curricular), along with perception surveys (focused on emotional well being and belonging) are being used to understand the impact of the pandemic on student engagement. Components of the PASS tool may also be beneficial in understanding student engagement.
<b>Social-emotional Well-being</b>	Staff have been surveyed regarding their social-emotional well-being and their perceptions of the students. We are implementing the PASS tool to assess student social-emotional well-being.
<b>Other Indicators</b>	

### 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.

<b>Student Group</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
Students from low-income families	PSSA scores, NWEA Map Scores, CDT, IXL
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	District teams have identified the lack of early intervention, preschool, and Head Start as a major component impacting our youngest learners in our district. K-2 students will be targeted and tracked using DIBELS and MAP progress. Grapeseed will be used as an intervention.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	Mental health has been impacted by the pandemic. Our resources are stretched. We collaborate with Western Psych to offer an in-house program; however, our needs surpass their ability to help our families. We will use data obtained from the PASS survey to help measure the impact.

**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	Staff will utilize NEWA MAP to ascertain benchmarking and growth.

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
<b>Strategy #2</b>	Staff will utilize the online PASS assessment and SEL surveys to identify and address social and emotional barriers to learning and implement the MTSS program with fidelity.

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.)

Over the past several months, the RASD team has met with various stakeholder groups to engage the community at large in the planning and use of ARP ESSER funds. We have utilized our Federal Programs Parent Engagement Consultation sessions to seek feedback from parents, our board committee meetings to listen to the voices of our board members and the community, our Title V planning sessions to hear from our local business, parent and additional community members. Students share their views through Student Voice. In addition to the means outlined, teachers and administrators have shared their views through our Curriculum Council meetings, departmental meetings, and specific professional development sessions and surveys. We have posted information online and have provided a survey link for people to offer feedback and suggestions. The community has been invited to both in-person and online sessions regarding the use of ESSER funds.

#### 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)**

Stakeholder input is extremely important in the development of the district's plan to use ARP ESSER funds. We have used input obtained through stakeholder engagement to create the proposed spending plan. Stakeholder groups have been provided with an overview of the appropriate uses of the funds and the input received from the various stakeholder groups. They have been provided the opportunity to share their thoughts, concerns and input either during the engagement sessions or through an online survey. Throughout the process, the proposed spending of the ESSER funds has been revised to meet the needs of our students

and our community.

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

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

The administrative team gathered the data obtained from the various stakeholder group sessions and worked to align it with the needs of the students and the school district. Once aligned, an overview of the plan was presented to the stakeholders during public meetings. Again, stakeholders were provided an opportunity to give feedback. The plan has been revised based on the input of the feedback received. An overview of the plan, once approved, will be posted on the district website. Upon request the plan will be made available in alternative forms to our families.



## 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.

We have implemented programs to address the impact of lost instructional time. Additional programs are being planned to offer a full continuum of instructional services for students. We are partnering with local community groups to offer after school programs including TRAILBLAZERS for students in grade K-5, TRAIL BREAKERS for students in grade 6-8, and DARE 2XL for students in our elementary school. We intend to expand the DARE 2XL to the middle school next school year. Beginning in the summer of 2022, we will have a DARE 2XL summer program for students in grades K-5. We anticipate this program supporting approximately 60 students who will be identified through our MTSS program and teacher recommendation. The program will utilize a pre and post test using an NWEA screening subject only and skills checklist. The ELA curriculum will be based on our Superkids program for K-2 and Benchmark - Steps to Advance for 3-5. We will also use GrapeSEED and Heggerty for K-2. Heggerty Bridge the GAP will be used for 2-5. Additional ELA resources include Renaissance Independent Reading, Lalilo and IXL. For math, we will utilize IXL, Rocket Math and Number Worlds. The DARE 2XL character growth and program Character Strong will be used to support social emotional learning. We also plan on incorporating parent workshops into the summer program. We are using many programs to support our students and address the impact of lost instruction including the following: IXL - IXL is an online comprehensive personalized learning resource to support math and language arts curriculum for students in grades K - 8. Social studies and science is added in second grade. In 9th grade, Algebra is targeted, geometry is added in 10th grade, Algebra 2 in 11th grade, and precalculus and calculus in 12th grade. IXL is aligned with the Pennsylvania standards and complements NWEA MAP (which we have been using for about seven years), and ACT and SAT tests. IXL provides real-time diagnostic data to help guide instructional practices. Rocket Math is being used in K-5 as a supplemental program to help teach basic facts (addition, subtraction, multiplication, division, fractions). SeeSaw, which supports all content areas, is being used in K-5. SeeSaw has been an instrumental component of remote learning as it provides a mechanism for students to show their learning in a digital portfolio. GrapeSEED supports our K students in ELA. GrapeSEED is an fun and engaging oral language acquisition program that provides a bridge to reading and writing skills. Heggerty is for 1st and 2nd grade ELA as it focuses on phonemic awareness and is a Tier 1 intervention. It can also be used to provide support for Tier 2 and 2 students through small group or individualized instruction. PSSA Performance Coach PA Coach for 2-8 students in Math and Reading, 9th grade algebra, and 10th grade in literature and biology, are being used to support targeted groups of students in need of additional tutoring.

#### **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.

To address the continuity of services, access to instruction and mitigation strategies, the district realizes the need to have people oversee K-12 instruction and assessment needs, as well as focus on our early learning and support programs like MTSS; therefore, we will utilize a portion of the funds to support two positions to ensure we reach this goal. The learning loss specialist will be responsible for directing all curriculum activities of the school district including development, implementation, evaluation and reevaluation of the district's K-12 instructional program; including coordination of ESL, for assessing the strengths and weaknesses for the district's instructional program as well as providing strategies for improvement, collaborating with the building level administration to develop and implement the professional education plans and oversee professional development activities. The MTSS coordinator works collaboratively with the building principal and team to implement the MTSS program and assist with the progress monitoring process. The MTSS coordinator will help analyze individual student needs and identify appropriate targeted interventions, work with teachers to support successful integration of MTSS, help implement interventions with fidelity, for both individual and small groups of students, compile, maintain, and review student data, participate in team meetings to review referrals, student progress, and make recommendations, assist in the coordination and leading of the MTSS-related professional development for school staff, conduct house visits and support families as needed. We have seen the importance of providing support services like a behavior specialist, social services, and student support services, to the health and safety of our students and families. Funding will be used to offset these initiatives to offer services to our students. As technology has been a tool to help level the playing field throughout the pandemic, we will utilize funding to continue to support and enrich the technology within our school district. We will continue to ensure all students have equal access to the internet and to the technology they need to be successful. Mitigation strategies to prevent the spread of the coronavirus within our school continue to include ways to clean and disinfect the building, provide superior air quality and to provide social distancing measures to the greatest extent possible. Funding will be used to facilitate the multiple entry points into the building so we can minimize the number of people at each entrance while continuing to provide the level of safety and security our stakeholders have grown to expect. In addition, we will continue to distance our students as much as possible during the instructional day and while engaged in activities where they may typically be closer, like in the cafeteria and in some classrooms.

### **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)
<b>20 Percent Reservation</b>	2,815,457	20%	563,091

**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:

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b>	Student data, including NWEA MAP Growth and IXL will be housed in the district data warehouse, EdInsight. Teachers have access to this data on a continual basis. Staff will utilize the data to determine individualized areas of strength and focus on areas of need. Instructional materials to support these efforts will be purchased. We will focus predominantly on the areas of mathematics and reading, but also realize the importance of teaching a well-rounded curriculum.
<b>Opportunity to learn measures (see help text)</b>	Attendance and participation in afterschool tutoring (DARE 2XL, TRAIL BLAZERS, TRAIL BREAKERS), along with daily attendance and integration of extracurriculars and clubs to assess student engagement. For professional development activities, staff will complete evaluations so we may assess applicability of sessions and obtain data on additional needs.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	Two full-time positions, one district-wide to support learning loss and one at our elementary to specifically focus on K-2 supports will be supported, along with contracting the services of a social worker and a behavior specialist. These two positions will support the district needs. In addition, three part-time instructional coaches at the middle school/high school level support reading, math and science. These positions are needed to support the educational and social/emotional well-being of the students and their families due to mental health and learning loss.
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	Summer programs include DARE2XL for K-5 and 6-8, along with remediation for 9-12. Attendance and achievement data will be collected, monitored and analyzed. After School programs include DARE 2XL, TRAILBREAKERS and TRAILBLAZERS. Each division in the district has an afterschool program. We will expand those offerings next year based on the success of this year's programs. Data being used to make this decision includes attendance, student engagement (as measured by attendance and participation), and student growth. The district administrative teams, along with the learning loss coordinator, will continue to analyze programs and make recommendations as needed.

## Section: Narratives - ARP ESSER Assurances

### ARP ESSER Fund Assurances

Please complete each of the following assurances prior to plan submission:



The LEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the LEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools).



The LEA will complete quarterly Federal Financial Accountability Transparency Act (FFATA) reports and comply with all PDE reporting requirements, including on matters such as:

- How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to LEA support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each LEA's and school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- LEA uses of funds to sustain and support access to LEA-supported early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the FFATA; and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER fund use.



The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals

available for interview and examination, upon the request of: (a) the United States Department of Education and/or its Inspector General; (b) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority; (c) the Pennsylvania Department of Education; and/or (d) the Pennsylvania Auditor General, Pennsylvania Inspector General, or any other state agency.



Records pertaining to ARP ESSER Funds, including financial records related to the use of grant funds, will be tracked and retained separately from those records related to the LEA's use of other Federal funds, including ESSER I and ESSER II Funds.



The LEA will maintain inventory records, purchase orders and receipts for equipment (over \$5,000) purchased, all computing devices, and special purpose equipment (\$300 - \$4,999), and will conduct a physical inventory every two years. Please note: inventory of equipment purchased with federal funds must be broken out by funding source.



Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).



The LEA will conduct its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race; color; national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the LEA must comply with all regulations, guidelines, and standards issued by the United States Department of Education under any of these statutes.



The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide



reductions in per-pupil funding and staffing levels for *all schools* served by the LEA<sup>1</sup>. 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.

<sup>1</sup>Calculations for Maintenance of Equity: Per Pupil Funding from combined State and local funding = Total LEA funding from combined State and local funding for all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year. Full time equivalent staff = Total full-time equivalent staff in all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year. These calculations should be completed for all schools in the LEA as well as for high poverty schools in the LEA for FY 2021-22 and 2022-23. Reductions must not be greater for high poverty schools than for all schools in the LEA.



The LEA will implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act.



The LEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from underserved racial or ethnic groups and gender groups, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, migrant students, and other groups disproportionately impacted by the pandemic that have been identified by the LEA) as required by section 2001(e)(1) of the ARP Act.



The LEA will develop and make publicly available a Plan for the Safe Return to In-Person Instruction and Continuity of Services, hereinafter referred to as the LEA Health and Safety Plan, that complies with section 2001(i) of the ARP Act. The plan will be submitted to PDE, in a manner and form determined by PDE, no later than July 30, 2021.





The LEA's Health and Safety Plan will include (1) how the LEA will, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff; (2) how the LEA will ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services; (3) how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC: (a) universal and correct wearing of masks; (b) modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); (c) handwashing and respiratory etiquette; (d) cleaning and maintaining healthy facilities, including improving ventilation; (e) contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments; (f) diagnostic and screening testing; (g) efforts to provide vaccinations to school communities; (h) appropriate accommodations for children with disabilities with respect to health and safety policies; and (i) coordination with state and local health officials.



The LEA will review its Health and Safety Plan at least every six months during the duration of the ARP ESSER grant period and make revisions as appropriate. When determining whether revisions are necessary, the LEA will take into consideration significant changes to CDC guidance on reopening schools and will seek public input and take public input into account.



The LEA's Health and Safety Plan will be made publicly available on the LEA website and must be written in a language that parents/caregivers can understand or be orally translated for parent/caregivers and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability.



The LEA will provide to PDE: (1) the URL(s) where the public can readily find data on school operating status; and (2) the URL(s) for the LEA websites where the public can find the LEA's Health and Safety plan as required under section 2001(i) of the ARP Act; and the LEA Plan for the Use of ARP ESSER Funds.

## Section: Narratives - LEA Health and Safety Plan Upload

### LEA HEALTH AND SAFETY PLAN

Please upload your LEA Health and Safety Plan below, and check the assurance indicating that you have completed your upload. Please name the file using your LEA name followed by Health and Safety Plan. example: "**LEA Name-Health and Safety Plan**"



**CHECK HERE** - to assure that you have successfully uploaded your LEA Health and Safety Plan.

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$2,817,461.00

**Allocation**

\$2,817,461.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
1000 - Instruction	300 - Purchased Professional and Technical Services	\$24,000.00	MIDDLE SCHOOL/HIGH SCHOOL AFTERSCHOOL PROGRAM, DARE 2XL
1000 - Instruction	600 - Supplies	\$225,000.00	CURRICULUM MATERIALS, MATH AND ELA, OTHER TO BE DETERMINED
		<b>\$249,000.00</b>	

**Section: Budget - Support and Non-Instructional Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$2,817,461.00

**Allocation**

\$2,817,461.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

Function	Object	Amount	Description
2000 - SUPPORT SERVICES	100 - Salaries	\$550,276.75	SALARIES MTSS COORDINATOR AND LEARNING LOSS SPECIALIST (OVER THREE YEARS)
2000 - SUPPORT SERVICES	200 - Benefits	\$112,242.99	BENEFITS MTSS COORDINATOR AND LEARNING LOSS SPECIALIST (OVER THREE YEARS)
2000 - SUPPORT SERVICES	600 - Supplies	\$67,370.00	IPADS, CAFETERIA TABLES - COST OF INDIVIDUAL ITEMS WILL NOT EXCEED \$5,000 OER UNIT; THEREFORE, NO PRIOR APPROVAL FORM IS NECESSARY)
			CONTRACTED BEHAVIOR SPECIALIST (3 YRS) 3 INSTRUCTIONAL COACHES (3 YEARS)

Function	Object	Amount	Description
2000 - SUPPORT SERVICES	300 - Purchased Professional and Technical Services	\$1,838,571.26	CONTRACTED SOCIAL SERVICES (2.5 YEARS) SUBSTITUTE COSTS FOR ABSENCES AND PROFESSIONAL DEVELOPMENT COVERAGE (3 YEARS)
		<b>\$2,568,461.00</b>	

**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	\$24,000.00	\$0.00	\$0.00	\$225,000.00	\$0.00	\$249,000.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$550,276.75	\$112,242.99	\$1,838,571.26	\$0.00	\$0.00	\$67,370.00	\$0.00	\$2,568,461.00
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

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$550,276.75	\$112,242.99	\$1,862,571.26	\$0.00	\$0.00	\$292,370.00	\$0.00	\$2,817,461.00
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
							Final	\$2,817,461.00