ARP ESSER III

Project #: 223-21-0129
Agency: East Stroudsburg Area SD
AUN: 120452003
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

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 East Stroudsburg Area School District (ESASD) intends to use benchmark testing to determine the current state of students' education. We will be using CDT's, NWEA testing, Acadience, specific benchmark tests associated with our specific programs used. These tests will be utilized multiple times throughout the year to identify any areas students are deficient. Resulting data will be utilized to plan overall school plans as well as specific student plans for recovery.
Chronic Absenteeism	ESASD will use its student information system reports to monitor student attendance. Chronic students will be addressed through our overarching MTSS process with student specific interventions. We have developed an early warning report within our system to help us identify students early in this situation.
Student Engagement	ESASD has committed to not forgetting the many valuable lessons learned during the previous school year. Recognizing relationships are pivotal in securing student engagement, we have dedicated time on each and every Wednesday (Wellness Wednesday) to foster these relationships (staff to student and student to student). We are bolstering our SWPBIS plans as well. Tutoring services will be offered throughout the year to help students who are struggling with their subjects so they are better able to be engaged. We will continue our commitment to develop learning paths that will allow students to experience an educational pathway that is in sync with their personal interest. Grades are also an indicator of student engagement and these are also a part of our early warning report from our student information system.
Social-emotional Well-being	ESASD has created a district structure to provide a consistent presentation of our MTSS plan. We have also created a district MTSS handbook to ensure all of our staff have a clear understanding of how we will implement our MTSS program at the classroom level. This will be in conjunction with our commitment to our Wellness Wednesday program mentioned above. We will monitor our school discipline, attendance, and grades closely to see if our efforts are bearing fruit.
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
	Students' academic levels will be accessed using

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	benchmark testing tools. Results will be analyzed by the student's staff. Implementation of district wide universal MTSS program integrated with our student information system to give us advanced warning of students struggling with attendance, grades, and social emotional issuesVarious data points (attendance, grades, discipline) will be closely monitored and analyzed regularly with report-outs to the Superintendent on a quarterly basis. Implementation of SAP will be used for identified students.
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Implementation of district wide universal MTSS program integrated with our student information system to give us advanced warning of students struggling with attendance, grades, and social emotional issues.Enhanced use of SWPBS to reward students' good attendance efforts with articles, prizes, and activities they find valuable. Wellness Wednesdays: district implementation of SEL related activities for all students as a scheduled portion of their day.We have an accelerated method of returning remote/cyber students who do not attend to their academics on a solid regular basis. Various data points (attendance, grades, discipline) will be closely monitored and analyzed regularly with report-outs to the Superintendent on a quarterly basis. Implementation of SAP will be used for identified students.
English learners	ESASD will continue to utilize and expand translation services to better serve all students and families of our district.Implementation of district wide universal MTSS program integrated with our student information system to give us advanced warning of students struggling with attendance, grades, and social emotional issues.Enhanced use of SWPBIS to reward students' good attendance efforts with articles, prizes, and activities they find valuable. Wellness Wednesdays: district implementation of SEL related activities for all students as a scheduled portion of their day.Various data points (attendance, grades, discipline) will be closely

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	monitored and analyzed regularly with report-outs to the Superintendent on a quarterly basis. We will survey parents and students at ESL related school events on the level of satisfaction of communication efforts.Implementation of SAP will be used for identified students.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	This student group is Students with Chronic Absenteesism and/or low Participation:Students' academic levels will be accessed using benchmark testing tools. Results will be analyzed by the student's staff. Implementation of district wide universal MTSS program integrated with our student information system to give us advanced warning of students struggling with attendance, grades, and social emotional issues.Enhanced use of SWPBIS to reward students' good attendance efforts with articles, prizes, and activities they find valuable. Wellness Wednesdays: district implementation of SEL related activities for all students as a scheduled portion of their day.We have an accelerated method of returning remote/cyber students who do not attend to their academics on a solid regular basis. Various data points (attendance, grades, discipline) will be closely monitored and analyzed regularly with report-outs to the Superintendent on a quarterly basis. Implementation of SAP will be used for identified students.

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	Full utilization of our district wide MTSS to provide appropriate interventions to address individual students' needs (academic, behavioral, and/or social-emotional).

   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	Reward efforts in academics, attendance, and behaviors, through the district's SWPBIS using high interest age appropriate awards. Awards are available to all.

   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.)

The final budget proposal of the ARP ESSERs III money will be provided to the Board of Education for review and posted on the district website with a survey link to solicit feedback from any interested party within the district boundaries (i.e. students, parents, community organizations, etc.). Portions of the funding plan that directly pertain to the education of our students will also be presented at the monthly Educational Programing and Resources board committee to solicit feedback from board members, district staff, and community members. Portions of the funding plan that will be utilized for eligible capital projects will be presented at our Grounds and Facilities meetings to allow attendees to provide feedback. Lastly, the entire financial plan will be presented to the finance committee for their approval and feedback from attendees. All committees encourage public attendance and comment.

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 feedback will be captured electronically via our website survey, and combined with feedback captured at the various committee meetings. The information gathered will be reviewed by the Superintendent, Assistant Superintendents, the CFO, the director of Human Resources, and various other directors, for final discussion and approval. Suggested changes can be offered and discussed. The Superintendent will make the final decision to accept any changes to the plan.

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

Describe the process for development, approval, and making public the LEA Plan for the Use of ARP ESSER

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

The district CFO will provide a written description/presentation of the intended usage of the ARP ESSER III monies for use on our website. This presentation will include graphics for easy viewing. Once the presentation is complete and approved by the Superintendent, it will be translated into Spanish and displayed with the English version on our website. Other languages will be available upon request and will be made readily available through our contracted translation service.

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.

The East Stroudsburg Area School District (ESASD) has taken an aggressive and expansive approach to identifying, engaging, and supporting our COVID-19 impacted students. For instance, we provided multiple K-12 summer programs to address the needs of struggling students. Our Extended Learning Options (ELO) program focused on assisting students who were identified through grades and attendance as likely not to move to the next grade. The program provided focused tutoring based on the results of needs assessments given to the children. This program will run again this coming year. Our AcadeMe program for 6-8 grade students had more of an SEL twist. This voluntary program was promoted to all students with the idea of generating and keeping up engagement of students who were remote learners for most of the year. We also provided an ELA/Algebra remediation oriented program at our high schools. Lastly, our summer school cyber academy provided hundreds of students with remediation on many different courses from 6-12 grades. ESASD has, and continues to, invest in methods to best identify and support struggling students. We have purchased phonics materials for our youngest learners to help them get caught up. We have purchased and use with all elementary students a reading benchmarking application that will be given to students 3 times this year to continue to identify struggling readers. ESASD is training all appropriate staff on the analysis of CDT data, in an effort to better address the needs of students as well. We have not ignored the needs of our musically inclined students as we have purchased a music oriented application that allows students to practice with support remotely. Our SEL focused efforts continue with our development of a district wide MTSS program and supporting handbook and the purchase of an SEL related application called Ripple Effect. Other SEL supports are already in place (i.e. Check and Connect).Our technology department continues to supply families who cannot afford internet with free hotspots. Additional education technology and resources have been and will continue to be, utilized to support remote teaching and learning, as well as in-person instruction. We have provided professional development to teachers to support their use of technology and distance learning.ESASD will be bolstering its SWPBIS program across the district by providing schools funding to creatively incentivize students' efforts in the area of attendance, academics, and behaviors. ESASD will hire two diagnosticians who will assist with assessing and identifying needs of our students with disabilities to allow the district to better address those needs.Lastly, it is our district's intention to provide after school tutoring opportunities for students who find themselves struggling with their academics during the second half of the school year

8. Plan for Remaining Funds *(funds not described under the question above)*

How will the LEA spend its remaining ARP ESSER funds including for each of the four fields below, as applicable? **(3,000 characters max)**

   a. Continuity of Services: How will the LEA use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
   b. Access to Instruction: How will the LEA use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
   c. Mitigation Strategies: How will the LEA use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff? Consider the LEA's Health and Safety Plan in developing the response.

d. Facilities Improvements: How will the LEA use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the LEA's Health and Safety Plan in developing the response.

A) Continuity of Services: The ESASD has all intentions on providing after school tutoring services, our summer school cyber academy, our extended learning options program, the middle school Academe program, our new pre-high school program for transitioning students, and our remediation programs for high school ELA and Algebra. We will continue to support the following learning platforms: our cyber academy, our remote learning opportunity, and of course our brick and mortar schools, with funding that ensures enough staff are available to support those programs appropriately. The ESASD food services department will continue to deliver free lunches to any ESACA or remote learners within our district who wish to receive them. This will account for some of the remaining funding.B) Access to Instruction: ESASD will continue to use some of the remaining funds to support access efforts in the areas of technology, such as providing hotspots for families with financial needs that will allow students free internet access. ESASD will also continue to support instructional efforts through the use of after school tutors, incentivizing student effort in the areas of academics, attendance, and behavior. C) Mitigation Strategies: ESASD will use a portion of the remaining funds to continue to provide needed PPE for both students and staff. Covid related cleaning supplies will continue to be replenished through this funding source as well. D) Facilities Improvements: A majority of the remaining funds will be dedicated to facilities improvements that will improve indoor air quality and ventilation, and improve health and safety. These include the replacement of 37 classroom ventilators and 18 rooftop air-handler units impacting 2 schools, and replacing carpet with tile in two schools, window replacement at our large north campus, and the purchase of an upgraded sanitizing dishwasher for our larger intermediate school.

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)

Our two A-TSI schools have utilized the Evidence Resource Center in developing plans for student attendance and core academic programs. Several Tier 1-4 interventions from the ERC are in place (i.e. Check & Connect, Ripple Effects, student mentoring, early warning intervention & monitoring system via Sapphire reports, PBIS, MTSS for academics and behavior, etc.).

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)

	ARP ESSER Allocation	**Reservation Requirement**	**Reservation Amount (calculated on save)**
20 Percent Reservation	14,251,562	20%	2,850,312

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	The ESASD will utilize various benchmark tests to identify and focus our targeted instructional practices. This is not limited to the use of CDTs, Acadience, 95% screeners, PSSA's, Keystone testing, curriculum based tools, and more. Our data monitoring will take place throughout the school year by both school administrators, department heads, and instruction coaches. Our school data teams, with the guidance of school administrators, department heads, and instructional coaches, will also disaggregate our benchmark results by student groups and classroom.Our daily analysis of our current At-Risk students through our custom Early Warning report provided by our student management system also helps us identify specific students who may be struggling. This process is supported by our district wide MTSS program that provides specific interventions for the specific needs of particular students.
Opportunity to learn measures (see help text)	The ESASD has long utilized technology through its one-to-one program instituted years ago. In addition, we provide needy families with access to free wifi if needed. These are programs we intend to continue. Programs provide data regarding student usage and engagement as well as skills mastered.Our professional development opportunities over the last several years have been plentiful through various staff oriented learning sessions that take place year round. This is in addition to our dedicated Act 80 and In-Service days. For example, our district provides "Tech Tuesday" professional development opportunities that exist all year long. It is also a general practice to provide professional development based on student's needs and staff survey results related to those needs. Student and family feedback have been a part of our program development, especially since the onset of COVID-19.
Jobs created and retained (by number of FTEs and position type) (see help text)	The ESASD will utilize ESSER III funding for the creation of 2 Diagnostician positions (2 FTEs). These positions will support the special education department with in depth analysis of student data as it relates to student evaluations. The ESASD will also utilize ESSER III funds for the 1 FTE in the cyber program as a student coach in our cyber program.
Participation in	The ESASD had provided several summer school programs. Attendance is

	Data Collection and Analysis Plan (including plan to disaggregate data)
programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	captured, monitored, and summarized. Participation rates for summer 2021 are as follows:Cyber Summer School - 400 studentsExtended Learning Opportunities - 140AcadeMe - 75Pre-High School - 40Summer Tech Programs (Staff) - 200

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

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

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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).

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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.**

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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.

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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.

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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.

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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).

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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.

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The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA[1]. High poverty schools are the

25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

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

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

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

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

☑
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

$14,251,562.00

Allocation

$14,251,562.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$257,161.00	LEARNING LOSS: Cyber Academy Educational Coach Salary for tutoring struggling remote learners, in the 2021-22, 2022-23 & 2023-24 school years
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$110,000.00	LEARNING LOSS: Cyber Academy Educational Coach Benefits for tutoring struggling remote learners, in the 2021-22, 2022-23 & 2023-24 school years
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$3,216.00	LEARNING LOSS: 2021-22 Salaries for implementation of SEL Ripple Effects intervention curriculum
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$751.00	LEARNING LOSS: 2021-22 Benefits for implementation of SEL Ripple Effects intervention curriculum

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$225,280.00	LEARNING LOSS: Salaries for 23 teachers and 12 paraprofessionals for Summer Learning Programs in July/August of 2021, 2022 & 2023
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$59,684.00	LEARNING LOSS: Benefits for 23 teachers and 12 paraprofessionals for Summer Learning Programs in July/August of 2021, 2022 & 2023
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$3,396.00	LEARNING LOSS: Supplies for Summer Learning Programs in July/August of 2021, 2022 & 2023
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$34,240.00	LEARNING LOSS: Supplies for 10 schools to support SWPBIS programs to reengage students in learning and positive behaviors
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$500.00	LEARNING LOSS: SEL Assembly to reengage disconnected students
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$7,870.00	LEARNING LOSS: 2021-22 Salaries for Creation of Intervention Handbook (outlines data collection, analysis procedures & identification of approved

Function	Object	Amount	Description
			interventions) to address learning loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$2,117.00	LEARNING LOSS: 2021-22 Salaries for Creation of Intervention Handbook (outlines data collection, analysis procedures & identification of approved interventions) to address learning loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$87,350.00	LEARNING LOSS: Leveled Literacy Intervention materials/supplies
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$117,652.00	Educational technology to support remote teaching and learning
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$653,910.00	Ed Tech Student Site Licenses East Stroudsburg Area School District's in-house cyber academy due to increased enrollment
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$27,524.00	LEARNING LOSS: Materials for after-school learning programs for grades 4-8
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$6,975.00	LEARNING LOSS: Reading data collection tool to identify learnning loss and areas of student need

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$460,269.00	LEARNING LOSS: Evidence-based online programs (all programs rated 4 stars or better by Common Sense Education Tech Tools clearinghouse) to be used for interventions and to support report learning
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$1,000,000.00	LEARNING LOSS: purchase of research-based ELA curriculum program materials to address identified learning gaps in grades K-5, for the 2022-23 school year
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$104,598.00	LEARNING LOSS: Salaries for two new paraprofessional positions to provide small group remedial instruction to students with identified learning loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$131,654.00	LEARNING LOSS: Benefits for two new paraprofessional positions to provide small group remedial instruction to students with identified learning loss
		$3,294,147.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

$14,251,562.00

Allocation

$14,251,562.00

Budget Over(Under) Allocation

$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	$8,777.00	LEARNING LOSS: Salaries for summer 2021 Professional Development for teachers in data collection to inform interventions, to support students who are learning remotely, and meeting student needs
2200 - Staff Support Services	200 - Benefits	$2,224.00	LEARNING LOSS: Benefits for summer 2021 Professional Development for teachers in data collection to inform interventions, to support students who are learning remotely, and meeting student needs
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$800.00	LEARNING LOSS: Professional Development for teacher well-being

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$11,703.00	LEARNING LOSS: Salaries for 2 school counselors for Summer Learning Programs in July/August of 2021, 2022 & 2023
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$3,078.00	LEARNING LOSS: Benefits for 2 school counselors for Summer Learning Programs in July/August of 2021, 2022 & 2023
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	$4,196.00	LEARNING LOSS: Salaries for 2 Cafeteria Staff for Summer Learning Programs in July/August of 2021, 2022 & 2023
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	$1,088.00	LEARNING LOSS: Benefits for 2 Cafeteria Staff for Summer Learning Programs in July/August of 2021, 2022 & 2023
2400 - Health Support Services	100 - Salaries	$15,966.00	LEARNING LOSS: Salaries for 2 school nurses for Summer Learning Programs in July/August of 2021, 2022 & 2023
2400 - Health Support Services	200 - Benefits	$4,142.00	LEARNING LOSS: Benefits for 2 school nurses for Summer Learning Programs in July/August of 2021, 2022 & 2023
			LEARNING LOSS: Salaries for 2 school

Function	Object	Amount	Description
2600 - Operation and Maintenance	100 - Salaries	$10,090.00	police officers for Summer Learning Programs in July/August of 2021, 2022 & 2023
2600 - Operation and Maintenance	200 - Benefits	$2,590.00	LEARNING LOSS: Benefits for 2 school police officers for Summer Learning Programs in July/August of 2021, 2022 & 2023
2700 - Student Transportation	100 - Salaries	$28,506.00	LEARNING LOSS: Salaries for 7 bus drivers for Summer Learning Programs in July/August of 2021, 2022 & 2023
2700 - Student Transportation	200 - Benefits	$7,383.00	LEARNING LOSS: Benefits for 7 bus drivers for Summer Learning Programs in July/August of 2021, 2022 & 2023
2700 - Student Transportation	500 - Other Purchased Services	$3,415.00	LEARNING LOSS: 3 Contracted Drivers to provide transportation for Summer Learning Programs in July/August of 2021, 2022 & 2023
3100 - Food Services	100 - Salaries	$8,880.00	LEARNING LOSS: Salaries for 2 Food Services Staff for Summer Learning Programs in July/August of 2021, 2022 & 2023
			LEARNING LOSS:

Function	Object	Amount	Description
3100 - Food Services	200 - Benefits	$2,190.00	Benefits for 2 Food Services Staff for Summer Learning Programs in July/August of 2021, 2022 & 2023
2600 - Operation and Maintenance	600 - Supplies	$10,000.00	PPE
2700 - Student Transportation	100 - Salaries	$35,200.00	Meal Delivery
2700 - Student Transportation	200 - Benefits	$8,720.00	Meal Delivery
3100 - Food Services	700 - Property	$34,535.00	EQUIPMENT: Dishwasher upgrade - preapproval application submitted (1)
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	$10,079,500.00	CAPITAL PROJECTS - preapproval applications submitted (6 applications)
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$520,000.00	LEARNING LOSS: Salaries for 2 Diagnosticians for student data collection to inform interventions for students with disabilities, who have been disproportionately affected by the pandemic, in the 2021-22, 2022-23 & 2023-24 school years
			LEARNING LOSS: Benefits for 2 Diagnosticians for student data collection

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$130,000.00	to inform interventions for students with disabilities, who have been disproportionately affected by the pandemic, in the 2021-22, 2022-23 & 2023-24 school years
2800 - Central Support Services	600 - Supplies	$6,997.00	Hot spots for students learning remotely that do not have internet service
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	$2,435.00	Supplies for child accounting to process/track increased absense and doctor's notes
2800 - Central Support Services	300 - Purchased Professional and Technical Services	$15,000.00	Consulting services for ECF filings
		$10,957,415.00	

Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	$598,125.00	$304,206.00	$500.00	$0.00	$0.00	$2,391,316.00	$0.00	$3,294,147.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1300 CAREER AND TECHNICAL EDUCATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1400 Other Instructional Programs – Elementary / Secondary	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1600 * ADULT EDUCATION PROGRAMS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1700 Higher Education Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1800 Pre-K	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2000 SUPPORT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2100 SUPPORT SERVICES – STUDENTS	$531,703.00	$133,078.00	$0.00	$0.00	$0.00	$2,435.00	$0.00	$667,216.00
2200 Staff Support Services	$8,777.00	$2,224.00	$800.00	$0.00	$0.00	$0.00	$0.00	$11,801.00

	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	$4,196.00	$1,088.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,284.00
2400 Health Support Services	$15,966.00	$4,142.00	$0.00	$0.00	$0.00	$0.00	$0.00	$20,108.00
2500 Business Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2600 Operation and Maintenance	$10,090.00	$2,590.00	$0.00	$0.00	$0.00	$10,000.00	$0.00	$22,680.00
2700 Student Transportation	$63,706.00	$16,103.00	$0.00	$0.00	$3,415.00	$0.00	$0.00	$83,224.00
2800 Central Support Services	$0.00	$0.00	$15,000.00	$0.00	$0.00	$6,997.00	$0.00	$21,997.00
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	$8,880.00	$2,190.00	$0.00	$0.00	$0.00	$0.00	$34,535.00	$45,605.00
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	$10,079,500.00	$0.00	$0.00	$0.00	$10,079,500.00
	$1,241,443.00	$465,621.00	$16,300.00	$10,079,500.00	$3,415.00	$2,410,748.00	$34,535.00	$14,251,562.00
				Approved Indirect Cost/Operational Rate: 0.0000				$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
							Final	$14,251,562.00