**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 <u>since March 2020</u>.

**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** | PSSA Data Comparison 2018-19 and 2020-21 |
| **Chronic Absenteeism** | A comparison of Chronic Absenteeism from 2018-2019 to 2020-2021 showed an almost 100% increase in the number of students considered chronically absent. Grades 6-12: 2018-2019: 43 students were reported as accumulating chronic unexcused absencesGrades 6-12: 2020-2021: 82 students were reported as accumulating chronic unexcused absencesAlso noted: Students in 2020-2021 had a significant amounnt of days absent in that year as compared to 2018-2019 |
| **Student Engagement** | After discussion with our building principals, athletic director (to examine both participation/rosters as well as student attendance at athletic contests. Girls basketball was a particular concern as the number of athletes decreased and attendance is down across all athletic contests) and school counselors, the number of students in our school-related extra-curricular and co-curricular activities has decreased. Our staff and students are trying to maintain a sense of normalcy while navigating through the demands of the pandemic. |
| **Social-emotional Well-being** | At the Middle School level we provide (at the begning of each year) a universal social-emotional/bullying survey to our students. We identified that our students expressed more needs in some areas. After discussion with our four school counselors, social worker, school based therapy program, and teaching staff, we have idenfited that covid has had a tremdous impact on our students. We have identifed that our numbers referred through out SAP program have increased as well as the number of our students reaching out and assigned to our social workers. |
| **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 |
|---|---|
| | |

| Student Group | Provide specific strategies that were used or will be used to identify and measure impacts |
|---|---|
| Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]) | The utilization of PSSS Scores, PASA Scores Fundations Diagnostic Test scores, Wonders Diagnostic test scores, EasyCBM scores to drive the identification and and measure the impacts of this grouping. |
| Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples) | K-2 Students: Due to COVID restrictions and closures, instruction has been challenging. Our primary students may not have had access to PreSchool and/or Early Intervention services. We are tracking their areas/rates of growth with our school-wide diagnostic tests. The impact the of the pandemic manifests itself in the form of problematic behaviors and increased academic-related needs. |
| Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples) | Grades 7-12: Mental Health Implications, recommendations from school professionals and data collection from our outside services. Statistics related to Social Worker, SAP Liaison services, number of students served, individual therapy sessions, parental contact and total activities. |

**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** | Utilizaiton of ECRI/MTSS training to help idenfity students that are at-risk and interventions to help meet their needs. Utilizing Foundations, Wonders and EASYCBM Testing to help provide the district with further data to provide interventions to the students. |

    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** | Student Assisant Program Liaison services, Child Study services, Social Worker servies |

    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 Burgettstown Area School District is a Phase 3 school district with regard to strategic planning. Accordingly, we are in the process of completing our updated comprehensive plan. Said planning involves staff (teachers, counselors, social workers, administrators, school board members) as well as parent and community members to help in the decision making process. As part of our Science of Reading curricular implementation, we had the ELA department, Special Education department, administrators and several parents review and provide feedback on new potential ELA curriculum for grades 6-12. We plan to hold informational sessions with selected staff, administrators, school board members as well as parent volunteers to review the needs of the district and proposed plans for the ESSER funds. Several administrators and teachers were part of developing the initial needs of the district. During the mentioned meetings, we discussed the use of ARP ESSER funds to include the purchases of learning materials aimed at addressing the learning loss during the summer months/ after school and continuing to provide families with access to some of those resources year round in order to support individual student goals. We also discussed the need to provide in person as well as providing families/staff with necessary equipment for remote learning. Our goals is to provide our students accommodations necessary to meet the needs of students and families. Funds were and will continue to be used to provide a variety of supports and personnel to address learning loss. Of our goals include providing supports in the areas of student and community engagement, universal design for learning and safe schools. The overarching goal of safe schools included the focused area of social and emotional learning supported by social worker and a mental health counselor. This coincides with the requirement of this grant to identify priority strategy addressing the social-emotional needs that has been most effective in supporting the needs of the students, in particular

specific student groups most impacted by the COVID pandemic. Members of the Student Assistance Program, the homeless liaison, and foster care liaison will contribute to address the needs of those potentially struggling students.

## 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)**

Funds will be used to employ various staff to address the need of our students. In addition, the members of committees will review district data, reflect on effective educational practice, and take input from other key stakeholders to develop a plan of action. Baseline data will be collected to determine areas of growth and to inform any additional needs that may need to be met. The data collection will focus on increased student and community engagement, effective instructional practices and the area of safe schools including social and emotional learning support that is a priority strategy identified to be effective in supporting the need of students, in particular specific student groups most impacted by the COVID-10 pandemic. During discussion with key stakeholders, we will determine how we can increase validity in our curriculum, devise a plan for student growth and determine how best to meet all students' needs. We will add/maintain a security officer to help with coordinated preparedness and response efforts with state, local and public health departments to prevent, prepare for and respond to COVID-10. The committee explored and identified need in our technology department as well as continuing already existing curricular programs.

## 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)**

Initially, the planned use of the ARP ESSER funds was reviewed at publicly advertised budget workshop meetings. Additionally, as mandated, the plan will be made publicly available on the District's website so that all members of the community will have access to it. Any parent/caregiver requesting an alternative format will be providing with one.

**Section: Narratives - Using ARP ESSER Funds to Plan for Safe, In-Person Instruction**

**Section III: Using ARP ESSER Funds to Plan for Safe, In-Person Instruction**

In this third section, LEAs are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the LEA plan for the use of ARP ESSER funds , beginning with the minimum 20 percent reservation, to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

**Instructions:** For both (a) the 20 percent reservation to address the impact of lost instructional time and (b) remaining funds, describe the LEA's principles for emphasizing educational equity in expending ARP ESSER funds, including but not limited to:

- Responding to students' academic, social, emotional, and mental health needs, and addressing opportunity gaps that existed before—and were exacerbated by—the pandemic.
- Allocating funding to individual schools and for LEA-wide activities based on student need.
- Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.
- Taking steps to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the ARP ESSER-supported program, in compliance with the requirements of section 427 of GEPA (20 U.S.C. 1228a).
- Attending to sustainability of plans supported by non-recurring ARP ESSER funds beyond the ARP ESSER funding period.

**7. Plan for 20 percent Reservation to Address the Impact of Lost Instructional Time (Learning Loss)**

How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs? **(3,000 characters max)**

The response must include:

a. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the LEA has selected, and how the LEA will evaluate the impact of those interventions on an ongoing basis to determine effectiveness.
b. How the evidence-based interventions will specifically address the needs of student groups most disproportionately impacted.
c. The extent to which the LEA will use funds it reserves to identify, engage, and support (1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and (2) students who did not consistently participate in remote instruction when offered during school building closures.

We have identified that our ELA program in grades 7-12 is potentially not developed based on the Science of Reading. Our committee is currently exploring a variety of relevant programs. Currently, the program of interest is StudySync. It is researched based and accepted as a Science of Learning curriculum. Separately, our K-5 program license is ending and we are exploring an a updated, research-based program. We have expressed our need based on data collected using various diagnostic tests. This program will help remediate the loss of learning that occurred, and is continuing to occur, throughout the pandemic. Our district is also in need of a data collection/Early Warning system. Two programs of interest are EdInsight and Navigate 360. Our district has equipment that needs updated to meet the needs of remote learning. To meet our students' social emotional needs, we will continue the services of our current mental health counselor, while employing a social worker through the IU. The technology software includes diagnostic testing we use, our communication sytems to families, as well as software for our Math program K-5.

### 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.

The district will continue to utilize the current mental health counselor's services while seeking to add a social worker to the staff. Our intention is to have the social worker provide individualized services, group sessions for students with common need, serve as the main liaison for our Student Assistance Program and offer our families community outreach services. Our belief is that these services will lead to the additional services of school-based mental health at all levels in the district. We anticipate that these services will provide the district with early intervention strategies that will be used to meet social-emotional needs and coping strategies for young students in response to the pandemic. Staff and families will also receive support from the assigned liaisons from training, consulting, and meeting time. The relationship at the IU1 and the district may include contracted social work services. An expansion of these services will be funded to meet the increased needs related to social and

emotional learning as well as mental health. Ultimately, funding an expansion of the social work and mental health counseling services will help to meet the increased needs related to social and emotional and mental health needs. The purpose of the mentioned programs is to enhance the district's counseling and mental health services, support district programs to more effectively serve the student population, assist parents and faculty in identifying high risk students, and to facilitate access to treatment programs when recommended. These services would be available K-12. ARP funds have been allocated to increase opportunities to learn and ensure equity in instructional delivery. We intend to use the monies for new smartboard for our teachers and laptops. Both are outdated and need upgraded to meet the needs of our students for both in-person teacher, live streaming to those students absent for extended periods of time and remote options when deemed necessary by the district. Our tech software includes our student/parent communication systems, IEP writer, Google services, health office, pa career zone, our curriculum mapping program, vision software for our business department, and other technological needs to help address our students' academic and social emotional needed. Software for our library media specialist, and other listed instructional programs will to help to provide consistent, engaging and equitable 21st century learning experiences that offer opportunities for students to take thoughtful risks, engage in experiential learning, support collaboration, and work through a creative process. The loss of instructional time during COVID-19 has resulted in great variation in students individual levels of readiness for learning grade level academic content. Edinsight will be one platform that the district would like to purchase to help with the analysis of data so that teachers can confidently tailor their instruction to support every student, whether they are below, at or above grade level. The aforementioned ELA program while continuing our Math program will continue to provide teachers with guidance where students can also individually see their progress and hopefully inspire them to commit to their own learning. The use of the ARP funds will provide instructional materials/software for Math and Reading interventions and / or enrichment as prescribed by the data. To help deal with the increased health and safety needs of our building, we are planning to add a part-time maintenance worker. We also plan on adding a technology position to support the technology director with the implementation of new devices, as well as aiding in the software upgrades. By adding this position, our technology director can help with the demands of trainings and provide our staff with needed technology coaching and instruction. Our district is also looking at adding a part-time maintenance worker to help with the maintenance and upkeep of the physical plant, especially those elements/areas with a direct connection to Covid-19 responsiveness (the HVAC systems, monitoring systems, etc. Essentially, the environmental upkeep). In addition our district will continue its employment of a school police department, with the possibility of adding an officer to our current force of one officer. The district has analyzed our attendance and truancy data and our numbers have increased since the pandemic began. Our school police officer both files the citations and attends the hearings. Our intent is to utilize our school officer to provide trainings and support amongst our staff and students. With increased mental health students cases provided by various forms of data, the school officer would present trainings related to truancy as well as safety. Our number of School Attendance Improvement meetings have increased and at times we ask that our school officer be present to provide additional supports. In addition to providing our school with safety and security, a resource officer would be vital in implementing a truancy plan to help increase attendance.

**9. For LEAs with one or more Comprehensive Support and Improvement (CSI) or Additional**

**Targeted Support and Improvement (ATSI) school only**

Please verify consultation of the Evidence Resource Center in developing the LEA Plan for the Use of ARP ESSER Funds and provide a justification for any intervention that is not supported by tier 1, 2, 3, or 4 evidence. If the LEA does not include a school with a CSI or ATSI designation, indicate "Not Applicable." **(3,000 characters max)**

Not Applicable

### 10. 20% Reservation Calculation

Please enter your ARP ESSER total allocation amount and then click Save.
   *Please ensure that your 20% (or greater) budgeted amount for Learning Loss is itemized in your Budget.

|  | ARP ESSER Allocation | Reservation Requirement | Reservation Amount (calculated on save) |
|---|---|---|---|
| **20 Percent Reservation** | 1,452,456 | 20% | 290,491 |

**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** | Students' individual levels of readiness in both reading and math have shown a great variation due to the disruption in instructional delivery and time during the COVID-19 pandemic. We have purchased EASYCBM, ELA curricula and Math curricula that support and/or provide diagnostic and benchmark testing so that teachers can confidently tailor instruction to support every student, whtether they are below, at or above grade level. ARP funds will be utilized to help maintain those programs as well as purchase a data system to conatin our evidence for teachers to use. ARP funds will also be used to purchase materials/software for math and reading interventions and/or enrichment as prescribed by the data. We will also use the monies to purchase software to help with our career and pathway planning. |
| **Opportunity to learn measures (see help text)** | Attendance information, student participation in activites , STEAM opportunities and acess to mental health professionals as well as after school and summer learning opportunites for both staff and students. |
| **Jobs created and retained (by number of FTEs and position type) (see help text)** | We created and will maintain a mental health counselor position to meet the emotional and mental health needs of the students. We intend to increase assistance to our students by adding a social worker. Our need to maintain and expand our school officer program is essential for many reasons. Their involvement in truency support and elimination, assistance with the increase students whose parents transport their students instead of utilizing district-provided transportation, and their presence to help with parents that may be restricted to enter the building based on covid guidelines are all areas of creating and maintaining a safe and supportive school enviorment. Separately, the expansion in the use of technology software, hardware, and cloud-based programs, combined with the demands placed upon our technology infrastructure, has added to the burdon on our technology department. We will eitheir create another position within the department of contract our services to work in support. The additioon of a part-time maintanence position is also intended as outlined previously. |

| | Data Collection and Analysis Plan (including plan to disaggregate data) |
|---|---|
| **Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)** | Social Emotional needs: Social Worker to as as Student Assistance program Liaison services 6-12. Mental health counselor to help with our students experiencing trauma do to covid related events. This mental health counselor would provide services for grades K-12. The disaggregated student subgroups will include economically disadvantaged, special educaiton and English learner, and K-12 students with mental health implications. Included will be software to aide in identifying students, providing interventions and increasing techology to meet the needs to students both in-person and virtually. |

**Section: Narratives - ARP ESSER Assurances**

**ARP ESSER Fund Assurances**

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

☑

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

☑

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

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

☑

**The LEA will cooperate with any examination of records with respect to such funds by making**

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

☑

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

☑

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

☑

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

☑

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

☑

**The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP**

**Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA[1]. High poverty schools are the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.**

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

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

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

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

☑

**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**

$1,452,456.00

**Allocation**

$1,452,456.00

**Budget Over(Under) Allocation**

$0.00

### INSTRUCTION EXPENDITURES

| Function | Object | Amount | Description |
|---|---|---|---|
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 700 - Property | $597,500.00 | Upgrade/replace interactive boards in the classrooms, upgrade/replace teacher laptops, complete the one-to-one initiative by upgrading/purchasing student Chromebooks. |
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 100 - Salaries | $100,000.00 | Salary for technology assistant to aide in training on computer usage, the implementation of new software and cloud based programs, and troubleshooting. This added support would enable our current technology director to expand his role to provide technology-related instructional coaching |
| | | | Navigate 360 school safety and security |

| Function | Object | Amount | Description |
|---|---|---|---|
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 600 - Supplies | $339,625.00 | cloud-based program (original fee of 7257) plus yearly cost of 2781 (for 22-23 and 23-24) Instructional software for classrooms and building use (22-23 and 23-24) ELA programs (wonders and studysync) for 23-24. Edinsight data program 22-23 |
| | | **$1,037,125.00** | |

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

### BUDGET OVERVIEW

**Budget**

$1,452,456.00

**Allocation**

$1,452,456.00

**Budget Over(Under) Allocation**

$0.00

### NON-INSTRUCTIONAL EXPENDITURES

| Function | Object | Amount | Description |
|---|---|---|---|
| 2600 - Operation and Maintenance | 100 - Salaries | $100,000.00 | Salaries to maintain our current school police officer and support the addition of a second ofiicer, thus ensuring safety and security coverage at both school locations (elementary center and middle/high school). With alarming increase of truancy issues and mental health illness, a school resource officer would provide additional supports. The officer would file the citations, attend the truancy hearings, provide guidance and trainings in saftey and be a additional support with our staff and students. |
| 2100 - SUPPORT | 300 - Purchased | | Salaries for mental health counselor and salaries and benefits for social worker |

| Function | Object | Amount | Description |
|---|---|---|---|
| SERVICES – STUDENTS | Professional and Technical Services | $293,092.00 | (included as SAP Liaison) for both buildings (K-12). Services for the 22-23 and 23-24 school year |
| 2600 - Operation and Maintenance | 100 - Salaries | $22,239.00 | Support the expansion of the maintenance department by adding a part time maintenance positon. This individual's responsibility will be to assist with the daily upkeep of the physical plant, which include responding to covid/environmental related issues within the school buildings. |
| | | **$415,331.00** | |

## 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** | $100,000.00 | $0.00 | $0.00 | $0.00 | $0.00 | $339,625.00 | $597,500.00 | $1,037,125.00 |
| **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** | $0.00 | $0.00 | $293,092.00 | $0.00 | $0.00 | $0.00 | $0.00 | $293,092.00 |
| **2200 Staff Support** | $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 |
|---|---|---|---|---|---|---|---|---|
| **Services** | | | | | | | | |
| **2300 SUPPORT SERVICES – ADMINISTRATION** | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| **2400 Health Support Services** | $0.00 | $0.00 | $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** | $122,239.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $122,239.00 |
| **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 |

| | 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 |
|---|---|---|---|---|---|---|---|---|
| | $222,239.00 | $0.00 | $293,092.00 | $0.00 | $0.00 | $339,625.00 | $597,500.00 | $1,452,456.00 |
| | | | | Approved Indirect Cost/Operational Rate: 0.0000 | | | | $0.00 |
| | | | | Final | | | | $1,452,456.00 |