

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	SCASD uses several nationally normed assessment tools such as NWEA MAP (ELA and Math) for grades 2-9 and Acadience (Early literacy) grades K-3. At benchmark periods, data is collected universally and reviewed at both the district and building levels.
Chronic Absenteeism	SCASD's student information system allows for building administration and school teams including attendance officers, home/school visitors, and social workers to have up-to-date access to student attendance. SAIP meetings and proactive family conversations have been and will continue to occur to monitor chronic absenteeism since the pandemic and into the future.
Student Engagement	In order to maintain student engagement and prioritize student attendance in schools, SCASD will continue to engage students in strategic plan surveys that help to measure the current feeling of students and use this data when creating plans for the future including to help guide the strategic planning process.
Social-emotional Well-being	SCASD utilizes a universal screener for social-emotional well-being that is administered in all SCASD K-12 schools. School teams including counselors and community stakeholders review data and make recommendations and plans for students who may show a need for tiered intervention and support.
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
English learners	SCASD recognizes the large number of ESL families within the community and their growing needs. The hiring of a bilingual educator and family liaison will work directly with these families and advocate for their individual needs at the school and district levels. The position will help to navigate obstacles and the system and help point out areas of concern as we move to a post-pandemic learning environment.
	As part of professional development for school

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])	psychologists reviewed and will review past evaluation reports to recognize for areas that could lead to disproportionality. The pandemic forced many students with special education needs into receiving services that were not ideal; however, SCASD operated in-person instruction and is ready to again, if schools would close down for pandemic related reasons.
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	A review of SCASD's recent equity audit showed that students from marginalized populations may be experiencing discipline disproportionality. The response to this plan has many steps that include the hiring of a teacher who will focus on directly connecting families from marginalized populations with district activities and programs. The MSSI (Multicultural Student Success Initiative) program focuses on collecting data and developing best practices for addressing concerns from the equity audit, from the community, and from other stakeholders.

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	One of the district's main priorities is addressing learning loss through extended school year/summer programs.

i. **Impacts that Strategy #1 best addresses:** (select all that apply)

- Academic impact of lost instructional time**
- Chronic absenteeism**
- Student engagement**
- Social-emotional well-being**
- Other impact**

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

iii. Student group(s) that Strategy #1 most effectively supports: (select all that apply)

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

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

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	The district is prioritizing the social-emotional needs of our students by developing partnerships with Penn State University Psych Clinic and other local supports to provide professional development, resources, and supports for students, families, and employees.

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.)

SCASD's MTSS K-12 Leadership team worked together to brainstorm ideas to bring to the community, school board, and the remaining leadership team. All of these meetings included an opportunity for public input and were scheduled several times during the planning process. The MTSS Leadership team at its planning meetings brought forth ideas from the teachers they supervise and parents that they work with that included a focus on our students with the highest needs from underrepresented areas of the community.

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)**

Public board meetings were scheduled to review and take stakeholder input into the LEA plan. Public meetings are scheduled for September 22, 2022, and October 4, 2022.

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 plan in its preliminary form is available publically to the community through our district website and school board meeting agendas and minutes. For those families that need support in

reading or reviewing the plan, our offices will have the final plan translated into Spanish and Russian and made available in any other language requested. For those in need of a different format, the school district will advertise that administration will meet with any family to discuss the plan who may have a disability.

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

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.

Elementary: SCASD will increase summer learning experiences for students who demonstrate a

need in ELA and or MATH through benchmark assessment data collected throughout the year. Students will receive research-based instruction and programming in addition to enrichment experiences in STEM and literacy. Additional professional development and support for students will be provided by counselors and teachers using socio-emotional learning programs and mindfulness. Collaborating with the Multi-Cultural Student Success Initiative (MSSI) will target disproportionately impacted student groups in need of support. Funding will also be used on creating tutoring for all K-8 buildings using data to address and target specific needs. Secondary: Students in need of credit recovery and/or enrichment that suffered lost learning in the summer, from family issues or other student-related academic issues, will utilize online software during the summer months. These classes are facilitated by certified teachers to assist with course content. Students will not only be able to catch up if behind, but move forward. This program will also be dually serviced by MSSI to encourage those BIPOC and other underrepresented students to participate in these academic opportunities. Funds will be used to create a learning lounge at our high school to provide academic support, to continue to build agency, resiliency, and relationships while promoting a positive school climate and culture. Students will receive extra assistance and supports to overcome learning loss and/or to accelerate learning. District-Wide: Funds will focus on building relationships with providers to address social-emotional needs. These mental health providers will help to remove barriers from families that cannot afford these services. These relationships will also help to provide service in a timely manner given our high-needs students. Funds will also be used for Professional Development and supplies for programs such as Zones of Regulation. Funds will be used to hire a bilingual, family liaison to focus on supporting our families from marginalized populations including those who are not English speakers, BIPOC, and special needs. The role will work with families to support the home school connection including translation services, academic and attendance issues, and connecting with new registrants in the district. Funds will be invested in training that will support Home Visitor Programs. This program will provide professional development for district staff to engage students and families in the home environment. These home visits will help to bridge the gap between home and school. By personally reaching out to families in the home environment, we hope to build relationships and trust which is directly connected to student success. A goal of the program will also be to alleviate barriers and open communication with families about the academic and social-emotional supports available to students.

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 - SCASD will address current student academic needs by using ESSER funds to support virtual learning for students K-12, the purchase of Chromebooks to guarantee all students have access to technology during a hybrid, remote, or in-person learning model. Funds will also be used to purchase wifi units for families that cannot afford internet or have spotty internet due to the rural nature of some of our family's living environments. Reading software will be renewed for families and teachers to have access to thousands of digital books for elementary students in grades K-5. SCASD will also use funds to maintain its Extended School Year programs in the summer to maintain the needs of our most fragile learners. B. Access to Instruction - SCASD will address goals of increasing opportunity to learn and equity and instruction through funds allocated for virtual learning for students K-12 who have unique needs both in-person and at home; the purchase of Chromebooks to guarantee all students have access to technology during a hybrid, remote, or in-person learning model. SCASD will maintain its 1:1 technology goal. Funds will also be used to purchase wifi units for families that cannot afford internet or have spotty internet due to the rural nature of some of our family's living environments. Reading software will be renewed for families and teachers to have access to thousands of digital books for elementary students in grades K-5. This software allows families who may not have access to the library system the opportunity to read at home and on the go. SCASD will also use funds for our Extended School Year programs in the summer to maintain the needs of our most fragile learners including those with unique special education needs. C. Mitigation Strategies - SCASD will use ARP ESSER funds for several mitigation strategies including purchasing/renting tents/tables and chairs to move lunch and snack time to the outdoors for all schools; desks will be purchased in order to eliminate tables or other furniture that does not support social distancing; storage space will be rented in order to safely and securely store furniture not being used, and personal protective equipment (such as masks, gloves, face shields, etc) will be purchased to maintain the safety of all students and staff D. Facilities Improvements - At this time, ESSER ARP funds are not being used for facility improvements.

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)

N/A

10. 20% Reservation Calculation

Please enter your ARP ESSER total allocation amount and then click Save.

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	5,250,729	20%	1,050,146

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	SCASD will continue to utilize its benchmarking processes K-12 that include social-emotional and academic testing three times a year. Data teams meet during and after benchmarking collection to reflect on data and make plans to adjust or create plans to support students' academic needs.
Opportunity to learn measures (see help text)	As SCASD moves into strategic planning, we regularly use past data and new data to inform decisions about the direction and ways to improve. For example, SCASD will survey families, teachers, and students on the priorities and recommendations about how to continue to grow and improve. Technology needs are included in this survey and are used to help guide professional development planning and growth goals.
Jobs created and retained (by number of FTEs and position type) (see help text)	Using ARP ESSR Funds, SCASD has reviewed data needs and identified the creation of 2 positions both of which will focus on supporting the needs of our underrepresented families including factors of socio-economic status, families where English is not the native language, families with unique special education needs, as well those BIPOC (Black Indigenous people of color) families. These positions will advocate for the needs of these marginalized children and families. At least bi-yearly, these positions will create a report to share with district stakeholders that includes successful initiatives, data, and survey results from families, teachers, and parents.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Our summer school program includes both teacher and parent surveys to review data on a regular basis. As part of this process, our yearly district survey for Title I families is included in this data review. During the use of ARP ESSR funds, these surveys will be reviewed with staff who are developing and implementing the program to ensure success in student academic and social-emotional needs.

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

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



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



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

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



The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of: (a) the United States Department

of Education and/or its Inspector General; (b) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority; (c) the Pennsylvania Department of Education; and/or (d) the Pennsylvania Auditor General, Pennsylvania Inspector General, or any other state agency.



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



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



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



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



The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA¹. High poverty schools are the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual

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

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



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



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



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



The LEA's Health and Safety Plan will include (1) how the LEA will, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff; (2) how the LEA will ensure continuity of services, including but not limited to services to address the students'

academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services; (3) how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC: (a) universal and correct wearing of masks; (b) modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); (c) handwashing and respiratory etiquette; (d) cleaning and maintaining healthy facilities, including improving ventilation; (e) contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments; (f) diagnostic and screening testing; (g) efforts to provide vaccinations to school communities; (h) appropriate accommodations for children with disabilities with respect to health and safety policies; and (i) coordination with state and local health officials.



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



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



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

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

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

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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$5,250,729.00

Allocation

\$5,250,729.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$384,463.00	Lost Learning - Salaries; Summer School Elementary
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$98,729.00	Lost Learning - Benefits; Summer School Elementary
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$35,918.00	Lost Learning - Salaries; Summer School Secondary
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$9,224.00	Lost Learning - Benefits; Summer School Secondary
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$25,223.00	Lost Learning - Salaries; High School Learning Lounge
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$6,477.00	Lost Learning - Benefits; High School Learning Lounge

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$14,007.00	Lost Learning - Salaries; K-8 Tutoring Program
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$3,597.00	Lost Learning - Benefits; K-8 Tutoring Program
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$146,286.00	Lost Learning - Salaries; Multicultural Student Success Initiative
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$37,567.00	Lost Learning - Benefits; Multicultural Student Success Initiative
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$808,279.00	Salaries; Virtual Academy Secondary
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$205,050.00	Benefits; Virtual Academy Secondary
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$442,500.00	Technology; Virtual Academy Secondary
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$328,842.00	Salaries; Virtual Academy Elementary
1100 - REGULAR PROGRAMS – ELEMENTARY /	200 - Benefits	\$83,739.00	Benefits; Virtual Academy Elementary

Function	Object	Amount	Description
SECONDARY			
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$248,250.00	Technology; Virtual Academy Elementary
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$156,741.00	Salaries; ESY
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$42,497.00	Benefits; ESY
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$53,000.00	Tuition; ESY
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$12,000.00	Professional Services; ESY
		\$3,142,389.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$5,250,729.00

Allocation

\$5,250,729.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$40,663.00	Lost Learning - Salaries; Family Liaison/Bilingual Educator
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$10,442.00	Lost Learning - Benefits; Family Liaison/Bilingual Educator
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$31,827.00	Lost Learning - Salaries; Teacher Visitor Program
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$8,173.00	Lost Learning - Benefits; Teacher Visitor Program
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$10,000.00	Lost Learning - Professional Development; Teacher Visitor Program
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$142,050.00	Lost Learning - Contracted Services; Social-Emotional Learning Contracted Services

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$13,400.00	Lost Learning - Professional Development; Social-Emotional Learning Contracted Services
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$22,100.00	Lost Learning - Supplies & Materials; Social-Emotional Learning Contracted Services
2800 - Central Support Services	600 - Supplies	\$1,400,000.00	Technology; Chromebooks
2700 - Student Transportation	500 - Other Purchased Services	\$38,000.00	Transportation; ESY
2600 - Operation and Maintenance	400 - Purchased Property Services	\$157,720.00	Equipment Rental; Tents/Tables/Chairs for Outdoor Space
2800 - Central Support Services	500 - Other Purchased Services	\$36,000.00	Technology; MiFi Service
2800 - Central Support Services	600 - Supplies	\$38,760.00	Technology; MyOn Licenses
2600 - Operation and Maintenance	600 - Supplies	\$68,935.00	Supplies & Materials; Student Desks
2500 - Business Support Services	400 - Purchased Property Services	\$52,200.00	Storage; Furniture Storage
2400 - Health Support Services	400 - Purchased Property Services	\$6,000.00	PPE; Rental of PPE
2200 - Staff Support Services	600 - Supplies	\$6,070.00	PPE; Musical Instrument Bell Covers
2600 - Operation and Maintenance	600 - Supplies	\$16,000.00	PPE; Masks, Sanitizer, Disinfectants, Cleaning Supplies

Function	Object	Amount	Description
2700 - Student Transportation	500 - Other Purchased Services	\$10,000.00	Lost Learning - Transportation; Tutoring Program
		\$2,108,340.00	

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	\$1,137,121.00	\$288,789.00	\$0.00	\$0.00	\$0.00	\$690,750.00	\$0.00	\$2,116,660.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$342,257.00	\$90,138.00	\$12,000.00	\$0.00	\$53,000.00	\$0.00	\$0.00	\$497,395.00
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	\$420,381.00	\$107,953.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$528,334.00
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	\$72,490.00	\$18,615.00	\$165,450.00	\$0.00	\$0.00	\$22,100.00	\$0.00	\$278,655.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,070.00	\$0.00	\$6,070.00
2300 SUPPORT								

	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 – 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	\$6,000.00	\$0.00	\$0.00	\$0.00	\$6,000.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$52,200.00	\$0.00	\$0.00	\$0.00	\$52,200.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$157,720.00	\$0.00	\$84,935.00	\$0.00	\$242,655.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$48,000.00	\$0.00	\$0.00	\$48,000.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$36,000.00	\$1,438,760.00	\$0.00	\$1,474,760.00
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
	\$1,972,249.00	\$505,495.00	\$177,450.00	\$215,920.00	\$137,000.00	\$2,242,615.00	\$0.00	\$5,250,729.00
	Approved Indirect Cost/Operational Rate: 0.0000							\$0.00
	Final							\$5,250,729.00

