

Section: Narratives - Assessing Impacts and Needs

LEA ARP ESSER APPLICATION

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by Local Education Agencies (LEAs), schools, and educators to support students during the COVID-19 pandemic. The application below requests information from LEAs about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts, (3) Specific elements in the LEA Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B. As used in this application, "the LEA" refers to the Grantee defined in the Grant Agreement.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the LEA application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

Section I: Assessing Impacts and Needs

In this first section, LEAs are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the LEA's promising practices in supporting student needs since March 2020.

Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys,

and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	The district is using classroom assessments and grades, state assessment data, and benchmark assessments such as DIBELS and Acadience Math to assess the academic impact. In addition, teacher anecdotal data is also used to help identify the extend of the impact of the pandemic.
Chronic Absenteeism	Attendance data is used to assess chronic absenteeism. Data related to remote learning attendance versus in-person learning attendance is tracked. In addition, attendance data and program data are both used when reviewing student academic data as well to provide a composite data picture.
Student Engagement	In addition to academic measures and attendance data, teacher, parent, and student anecdotal data is also used to measure student engagement in school. Program data, such as data related to engagement in after-school programming, is also used.
Social-emotional Well-being	The district uses the Student Risk Screening Scale (SRSS) probe to measure both internalizing and externalizing risk factors related to social-emotional well-being. In addition, data is provided through referrals to SAP and school-based counseling, discipline data, and by conducting the PA School Climate survey with faculty, students, and families each year.
Other Indicators	

Documenting Disproportionate Impacts

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

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	Academic, attendance and SEL data is used to identify and measure impact from pandemic.
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	In addition to academic, attendance and SEL data, data related to progress towards meeting IEP goals is also used to identify and measure impact from pandemic.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	Academic and attendance data is being used to identify and measure impact on students identified as not participating during times of remote learning.

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	After-school Interventions

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.

Students who did not regularly participate in remote learning

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	Expansion of School-based counseling

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	K-4 Systematic Interventions and Progress Monitoring

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:

Students who did not regularly participate during times of remote learning

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.)

Penn Cambria School District conducted two stakeholder meetings on August 11, 2021 to gather input related to ESSER funding. All families, staff, and board members were invited to attend via email. In addition, a notice was posted to the district website and posted to the district Twitter account to share the invitation with all members of the Penn Cambria community. Educational Leadership team meetings occur each month and include discussion of need and budget. In addition, the Superintendent Advisory Council and Principal Advisory Committees meet regularly to gather input regarding general needs and concerns in each building and across the district. In addition, feedback from existing schoolwide planning committees was also used.

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)**

Examples of how this input has been used are as follows. Families identified a need for better support for learners while quarantined or isolated, especially at the MS/HS where students have multiple teachers so we added quarantine support positions. Families and staff identified the need for more mental health and social services supports so the district has created a temporary School Social Worker position and provided school-based mental health counseling services. The issue of ventilation has been an ongoing concern so an HVAC project and replacement window project are planned. Learning loss is an ongoing concern and is addressed through in-school interventions and extended learning within the ARP ESSER grant.

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)**

A specific page has been created on the Penn Cambria School District website to make public the LEA plan for use of ESSER funds. In addition, a public presentation is planned for February 15, 2022 at 7pm during the regularly scheduled meeting of the Penn Cambria School Board. An alternate format will be provided for individuals with a disability at request.

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

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

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

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

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

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

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

The response must include:

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

The 20% reservation to address the impact of lost instructional time will be used to fund a variety of programs and services for students by providing extended learning opportunities both after school and during the summer, and by providing evidence-based high-dosage tutoring and intervention during the school day. Specifics planned include:

- Reading Interventions K-4 including evidence-based programs such as Lexia Core 5, Sound Partners, Read Naturally, Stepping Stones to Literacy and LLI. These interventions are provided by teachers acting as interventionists and by paraeducators as appropriate. Progress monitoring data will be used to evaluate the impact and effectiveness of these programs. These interventions target struggling students who are lacking foundational reading skills as indicated by screening and benchmark assessments such as DIBELS.
- Evidence based math intervention programs will be used in after-school and summer programming as well as during the school day to support students who are struggling with foundational math skills.
- High dosage tutoring that is directly tied to classroom content can substantially accelerate learning in both math and reading for the most struggling students according to an EdResearch for Recovery report. This will be provided both during school day and after the school day to provide support for our most struggling students.
- After school and summer school programming will provide extended learning opportunities.
- Research has shown that reading for pleasure during the summer months can significantly decrease the summer slide for struggling students. A summer reading program is planned for middle school students as the student group hardest hit by the pandemic and who struggled the most with remote and hybrid learning.
- Professional development for faculty/staff to accelerate learning, provide interventions and/or rebound from pandemic learning loss will be provided.

The evidence-based interventions will specifically address the needs of student groups most impacted by the pandemic by using a needs assessment in order to identify students in need of the interventions. Data currently shows that students who did not engage in remote instruction during school closures and students who have missed the most in-person learning due to absences (including quarantine and isolation) are also over-represented in the list of struggling students identified based on academic need.

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.

Continuity of Services ESSER funds will be used to sustain services in a wide variety of ways as noted below:

- Funds will be used to maintain core teachers at the middle school and a high school math teacher in spite of decreasing enrollments which would make staffing cuts possible. Middle school students were disproportionately impacted during the pandemic and struggled the most with hybrid/remote learning. In addition, learning loss in math is evident among students. This will enable staff to maintain connections and provide support to students.
- Funding will be used to provide substitute coverage for faculty and staff experiencing absences for COVID-related reasons.
- Keeping our schools open is made more challenging by severe labor shortages being faced nationwide as a result of the pandemic, especially for substitute coverage. Funding will be used to provide compensation for faculty and staff who are providing coverage for absent staff during designated preparation time when substitute coverage is not available due to the labor shortage.
- School-based mental health counseling will be funded.
- Middle school students continue to exhibit the greatest challenge in returning to normal. A new middle school Assistant Principal position will be created to help address student, staff, and family needs and improve overall school culture and climate.
- As students adjust to a return to face-to-face instruction in our schools, behavioral and mental health issues continue to be of concern. Professional development for threat assessment will be funded to ensure a safe return for all.
- A new school social worker position will be partially funded by APR ESSER to help students and families who are struggling.

Access to Instruction

- Canvas, a learning management system, provides access to instruction during times of remote learning as well as providing a resource to access instructional materials when students are absent for extended times due to quarantine or isolation.
- Filtering software for laptops is needed when used for remote learning
- A new science program grades 3-8 that includes an emphasis on inquiry and scientific thinking to accelerate learning related to science standards will be implemented. This will serve to increase an opportunity to learn by reengaging learners with high quality instructional materials, provide materials to differentiate and provide technology resources for students who many need extra support.
- Demand for full time virtual learning has risen as a result of the pandemic, both for health and safety reasons and as families have come to expect virtual learning opportunities. Funding will be used to pay for opportunities for district offered full-time virtual learning for students with onsite mentors.
- Quarantine support staff will provide instructional support to students and families who are impacted by quarantined or isolated due to COVID.

Mitigation Strategies

- PPE and cleaning supplies as well as biohazard waste disposal necessitated by on-site COVID testing will be provided.
- Additional hours for nursing staff to respond to the COVID pandemic, including charting, communicating with families, and contact tracing.
- Bus cameras and transportation software to allow for contact tracing on district buses will be funded. This was a critical need as our bus runs cover 5 buildings and our bus runs span an extended time each day. We faced inaccurate or conflicting information on a daily basis during the pandemic which impacted our ability to mitigate via contact tracing. Identifying students for quarantine on buses often required the use of cameras based on driver shortages, bus changes, etc.
- CPR/First Aid offered to all office staff to respond to emergencies, especially when health rooms are stretched thin due to COVID related issues.

Facilities Improvements

- HVAC project to improve air quality and ventilation is being funded by ESSER II with overage based on competitive bid process noted here.
- Window and door replacements to improve ventilation will be funded. A competitive FRP(Q) will be issued to follow procurement guidelines.

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.

***Please ensure that your 20% (or greater) budgeted amount for Learning Loss is itemized in your Budget.**

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	3,128,877	20%	625,775

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	Data collection and monitoring of processes/programs includes use of classroom assessments, benchmark assessments and progress monitoring such as DIBELS and Acadience Math, and state assessments (including growth measures). Disaggregate data may include data related to performance of students with chronic absence during times of remote learning, students who are economically disadvantaged and/or students who have special needs.
Opportunity to learn measures (see help text)	In addition to student learning data mentioned above, school process data, attendance data and family surveys (including the PA School Climate Survey) will be used to gather data related to opportunities to learn. Disaggregate data may include data related to opportunities to learn for students with chronic absence during times of remote learning, students who are economically disadvantaged and/or students who have special needs.
Jobs created and retained (by number of FTEs and position type) (see help text)	PIMS staffing reports and personnel and financial records data will provide data collection for jobs created and retained. This data is analyzed as part of school process and demographic data.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Attendance logs for each session are maintained with data compiled in aggregate form. Online programs provide data related to engagement and progress. In addition, student demographic data is used in order to provide the ability to analyze impact data for specific disaggregate groups such as students with chronic absence during times of remote learning, students who are economically disadvantaged and/or students who have special 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

\$3,128,877.00

Allocation

\$3,128,877.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$28,500.00	LL-Extra duty wages for teachers and/or paraeducators for afterschool tutoring programs
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$7,396.00	LL-Wage benefits for teachers/paras for afterschool tutoring programs
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$35,930.00	LL-3 years - paraeducator providing kindergarten interventions (split funded position- approx 55%)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$19,942.00	LL-3 years - paraeducator providing kindergarten interventions (split funded position- approx 55%)
1100 - REGULAR			LL-3 years - paraeducator #2

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Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$32,650.00	providing kindergarten interventions (split funded position- approx 50%)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$17,722.00	LL-3 years - paraeducator #2 providing kindergarten interventions (split funded position- approx 50%)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$25,994.00	LL-3 years - paraeducator providing gr 1-2 interventions (split funded position- approx 46%)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$15,586.00	LL-3 years - paraeducator providing gr 1-2 interventions (split funded position- approx 46%)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$70,920.00	LL- 3 yr- Reading Specialist to provide evidence-based interventions and high-dosage tutoring during school day (partial time split funded)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$28,956.00	LL- 3 yr- Reading Specialist to provide evidence-based interventions and high-dosage tutoring during school day (partial time split funded)
			LL- Travel between buildings for 3 yr-

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$810.00	Reading Specialist to provide evidence-based interventions and high-dosage tutoring during school day (partial time split funded)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$37,304.00	LL-Common instructional materials necessary for interventions + materials and supplies for evidence based interventions for reading and math.
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$8,000.00	LL- Elementary summer school program - Yr 3-4 amount not funded by Title 1 or ARP-ESSER Set Aside grant
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$3,000.00	LL- Elementary summer school program - Yr 3-4 amount not funded by Title 1 or ARP-ESSER Set Aside grant
1400 - Other Instructional Programs – Elementary / Secondary	500 - Other Purchased Services	\$12,000.00	LL- TRANSPORTATION - Elementary summer school program - Yr 3-4 amount not funded by Title 1 or ARP-ESSER Set Aside grant
1400 - Other Instructional Programs – Elementary / Secondary	500 - Other Purchased Services	\$6,600.00	LL-Spring 2021 - MS/HS after school tutoring program TRANSPORTATION

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Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$10,601.00	LL-Spring 2021- MS/HS after school tutoring program- at contracted extra duty rates
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$2,719.00	LL-Spring 2021- MS/HS after school tutoring program
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$66,300.00	LL- laptops and technology to access online evidence based intervention programs (including Lexia Core 5)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$55,000.00	LL- MS high-dosage tutoring/intervention during the school day (partial/split funding staff)- 2 yrs
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$17,000.00	LL- MS high-dosage tutoring/intervention during the school day (partial/split funding staff)- 2 yrs
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$60,000.00	LL- Elementary full time intervention teacher working under Title 1 schoolwide plan (2 year overage of salary/benefits anticipated not covered by Title 1)
1100 - REGULAR			LL- Elementary full time intervention teacher working under

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Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$10,000.00	Title 1 schoolwide plan (2 year overage of salary/benefits anticipated not covered by Title 1)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$27,510.00	LL- MS high-dosage tutoring teacher during school day providing extra support for struggling students in classrooms - 3 yr - approx 15% split time
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$8,590.00	LL- MS high-dosage tutoring teacher during school day providing extra support for struggling students in classrooms - 3 yr - approx 15% split time
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$9,661.00	LL- Summer 2021 staff to provide support for students at MS/HS in Summer School
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$2,493.00	LL- Summer 2021 staff to provide support for students at MS/HS in Summer School
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$280,384.00	Maintain 2 MS teachers (2 years) despite declining enrollments
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$139,685.00	Maintain 2 MS teachers (2 years) despite declining enrollments
1100 - REGULAR			

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Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$71,800.00	Maintain HS math teacher (2years)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$13,100.00	Canvas learning management subscription - 2 years
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$90,000.00	Class coverage compensation for existing staff who have to cover for teachers when no substitutes are available due to widespread labor shortages in order to keep schools open. - approx 2 years
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$22,500.00	Class coverage compensation for existing staff who have to cover for teachers when no substitutes are available due to widespread labor shortages in order to keep schools open.- approx 2 years
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$8,360.00	Filtering software for remote learning laptops
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$15,660.00	Mentors for full time virtual learners
1100 - REGULAR PROGRAMS – ELEMENTARY /	200 - Benefits	\$3,920.00	Mentors for full time virtual learners

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Function	Object	Amount	Description
SECONDARY			
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$350,000.00	Instructional services and/or curriculum for full-time virtual learners for 2 years at both elementary and secondary levels
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$25,130.00	Substitute coverage for COVID-related staff absences
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$5,500.00	Substitute coverage for COVID-related staff absences
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$75,000.00	New science text/program for grades 3-8 to improve curriculum
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$22,000.00	Extra duty wages for designated quarantine support teachers in each building who are providing extra academic support and assistance to families and coordinating work for students on quarantine/isolation.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$5,710.00	Extra duty wages for designated quarantine support teachers in each building who are providing extra academic support and assistance to families and coordinating work for students on

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Function	Object	Amount	Description
			quarantine/isolation.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$144,861.00	Maintain HS math teacher (2years)
		\$1,894,794.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$3,128,877.00

Allocation

\$3,128,877.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	\$229.00	LL- PD training for staff providing interventions or after-school/summer programs
2200 - Staff Support Services	200 - Benefits	\$48.00	LL- PD training for staff providing interventions or after-school/summer programs
2200 - Staff Support Services	600 - Supplies	\$2,554.00	LL- Rebound! books for book study for faculty focused on addressing pandemic learning loss with students
2200 - Staff Support Services	100 - Salaries	\$1,400.00	LL- Extra duty wages for summer reading program library staffing
2200 - Staff Support Services	200 - Benefits	\$360.00	LL- Extra duty wages for summer reading program library staffing

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Function	Object	Amount	Description
2400 - Health Support Services	400 - Purchased Property Services	\$2,800.00	2 year biohazard waste disposal for COVID testing
2800 - Central Support Services	100 - Salaries	\$92.00	Extra duty for completion of CPR/First Aid certification- office staff
2800 - Central Support Services	200 - Benefits	\$40.00	Extra duty for completion of CPR/First Aid certification- office staff
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$121,550.00	School-based mental health counseling services for 2.5 years
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$104,285.00	HVAC project at High School - overage amount from competitive bid not covered by ESSER II- total project funded by combination of ESSER II/ESSER III/local funds
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$175,088.00	New MS Assistant Principal position to help deal with rebound from COVID - 2.5 years
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$84,800.00	New MS Assistant Principal position to help deal with rebound from COVID - 2.5 years
2400 - Health Support Services	100 - Salaries	\$5,000.00	Extra duty hours for nursing staff necessitated by COVID

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Function	Object	Amount	Description
2400 - Health Support Services	200 - Benefits	\$1,250.00	Extra duty hours for nursing staff necessitated by COVID
2800 - Central Support Services	300 - Purchased Professional and Technical Services	\$500.00	Threat assessment training
2600 - Operation and Maintenance	600 - Supplies	\$18,000.00	PPE and cleaning supplies
2400 - Health Support Services	100 - Salaries	\$5,617.00	Nurses/Health Room Assistants (partial salary/benefits)
2400 - Health Support Services	200 - Benefits	\$2,000.00	Nurses/Health Room Assistants (partial salary/benefits)
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$41,500.00	ESSER funded temporary School social worker (amount not covered in year 3 by ARP-ESSER 7% set-aside)
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$28,900.00	ESSER funded temporary School social worker (amount not covered in year 3 by ARP-ESSER 7% set-aside)
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$400.00	Office supplies for ESSER funded temporary School Social Worker
2100 - SUPPORT SERVICES – STUDENTS	500 - Other Purchased Services	\$500.00	Interdistrict travel for ESSER funded temporary School Social Worker (3

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Function	Object	Amount	Description
			years)
2700 - Student Transportation	600 - Supplies	\$54,180.00	Bus cameras for contact tracing
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$570,000.00	Window/Door upgrades and replacements for air flow and ventilation at high school
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$3,000.00	Ongoing repairs/maintenance to existing HVAC systems to ensure adequate air quality/ventilation through operable HVAC
2700 - Student Transportation	600 - Supplies	\$9,990.00	Bus transportation software for routes and times for contact tracing- continuity of services
		\$1,234,083.00	

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Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$895,700.00	\$369,404.00	\$350,000.00	\$0.00	\$810.00	\$200,064.00	\$0.00	\$1,815,978.00
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	\$47,101.00	\$13,115.00	\$0.00	\$0.00	\$18,600.00	\$0.00	\$0.00	\$78,816.00
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	\$41,500.00	\$28,900.00	\$121,550.00	\$0.00	\$500.00	\$400.00	\$0.00	\$192,850.00
2200 Staff Support Services	\$1,629.00	\$408.00	\$0.00	\$0.00	\$0.00	\$2,554.00	\$0.00	\$4,591.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	\$175,088.00	\$84,800.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$259,888.00
2400 Health Support Services	\$10,617.00	\$3,250.00	\$0.00	\$2,800.00	\$0.00	\$0.00	\$0.00	\$16,667.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$104,285.00	\$0.00	\$0.00	\$18,000.00	\$0.00	\$122,285.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$64,170.00	\$0.00	\$64,170.00
2800 Central Support Services	\$92.00	\$40.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$632.00
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	\$573,000.00	\$0.00	\$0.00	\$0.00	\$573,000.00
	\$1,171,727.00	\$499,917.00	\$576,335.00	\$575,800.00	\$19,910.00	\$285,188.00	\$0.00	\$3,128,877.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$3,128,877.00