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 effect of the COVID-19 Pandemic and impact of lost instructional time on student learning is discussed during Administrative and staff meetings. Teams consisting of building principals, guidance counselors, teachers, support staff, the Supervisor of Student Services and the Supervisor of Curriculum, Instruction and Assessment meet in groups to review data, including individual student and cohort achievement, behavior and attendance data and trends from the 19-20, 20-21 and the 21-22 school years. Indicators reviewed for students in grades K-6 include literacy skill proficiency as evidenced by the Acadience Reading assessment data, benchmark assessment data, student grades, attendance rates and mode of instruction during the 20-21 school year, as students had the option of attending school face to face or joining virtual classrooms. Indicators reviewed for students in grades 7-12 include benchmark assessment data, student grades, course failure risks, attendance rates and mode of instruction during the 20-21 school year, as students had the option of attending school face to face or joining virtual classrooms. These teams work to identify the educational needs of our students and possibilities to provide support.
Chronic Absenteeism	The impact of the COVID-19 Pandemic and chronic absenteeism is discussed during Administrative and staff meetings. Teams consisting of building principals, guidance counselors, teachers, support staff, the Supervisor of Student Services and the Supervisor of Curriculum, Instruction and Assessment meet in groups to review data, from the 19-20, 20-21 and 21-22 school years. Indicators reviewed include assessment data, student grades, attendance rates and mode of instruction during the 20-21 school year, as students had the option of attending school face to face or joining virtual classrooms. These teams look at attendance trends by cohort, families, individual student, demographic and gender to determine target areas and design support to combat the increase in absentee rates.
Student Engagement	The impact of the COVID-19 Pandemic on student engagement is discussed during Administrative and staff meetings. Teams consisting of building principals, guidance counselors, teachers, support staff, the Supervisor of Student Services and the Supervisor of Curriculum, Instruction and Assessment meet in groups to review data, from the 19-20, 20-21 and 21-22 school years. Teachers specifically discuss noticings and needs collectively in grade level and districtwide groups.
Social-emotional Well-being	To evaluate the impact of COVID-19 on educational programming and delivery, the District utilized several methods of data review and stakeholder feedback. To identify social and emotional learning needs of students due to COVID-19 impacts, the District reviewed individual student and cohort achievement, behavior and attendance data and trends. PLCs, School-wide Positive Behavior Support and data teams discussed data and observations. The results from the 20-21 District wide SEL program implementation, including student performance and student and teacher reflection, were

Methods Used to Understand Each Type of Impact	
	discussed. In addition, student climate surveys were administered to all middle/high school students and reviewed by the M/HS School Climate Team.
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	To evaluate the impact of COVID-19 on educational programming and delivery, the District utilized several methods of data review and stakeholder feedback. In regards to learning loss, data review is ongoing by administrative and educational staff. Teachers administer diagnostic, formative, benchmark and summative assessments to evaluate student skill proficiency as aligned to the PA Core and Academic Standards. Learning progressions are utilized to determine student need and set goals for achievement and growth. To identify social and emotional learning needs of students due to COVID-19 impacts, the District reviewed individual student and cohort achievement, behavior and attendance data and trends. PLCs, School-wide Positive Behavior Support and data teams discussed data and observations. The results from the 20-21 District wide SEL program implementation, including student performance and student and teacher reflection, were discussed. In addition, student climate surveys were administered to all middle/high school students and reviewed by the M/HS School Climate Team.
	To evaluate the impact of COVID-19 on educational programming and delivery, the District utilized several methods of data review and stakeholder feedback. In regards to learning loss, data review is ongoing by administrative and educational staff. Teachers administer diagnostic, formative, benchmark and summative assessments to evaluate student skill proficiency as aligned to the PA Core and Academic Standards. Learning

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])	progressions are utilized to determine student need and set goals for achievement and growth. To identify social and emotional learning needs of students due to COVID-19 impacts, the District reviewed individual student and cohort achievement, behavior and attendance data and trends. PLCs, School-wide Positive Behavior Support and data teams discussed data and observations. The results from the 20-21 District wide SEL program implementation, including student performance and student and teacher reflection, were discussed. In addition, student climate surveys were administered to all middle/high school students and reviewed by the M/HS School Climate Team.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	To evaluate the impact of COVID-19 on educational programming and delivery, the District utilized several methods of data review and stakeholder feedback. In regards to learning loss, data review is ongoing by administrative and educational staff. Teachers administer diagnostic, formative, benchmark and summative assessments to evaluate student skill proficiency as aligned to the PA Core and Academic Standards. Learning progressions are utilized to determine student need and set goals for achievement and growth. To identify social and emotional learning needs of students due to COVID-19 impacts, the District reviewed individual student and cohort achievement, behavior and attendance data and trends. PLCs, School-wide Positive Behavior Support and data teams discussed data and observations. The results from the 20-21 District wide SEL program implementation, including student performance and student and teacher reflection, were discussed. In addition, student climate surveys were administered to all middle/high school students and reviewed by the M/HS School Climate Team.

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	Implementation of a 1 to 1 initiative to provide more individualized and blended learning opportunities, targeted instruction and intervention, as well as the ability to continue instruction and learning in a virtual environment for quarantined students, and in the event of building closure, to prevent the transmission of COVID-19

    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 have missed the most in person instruction and those who did not participate regularly in the virtual environment.

Reflecting on Local Strategies: **Strategy #2**

	Strategy Description
Strategy #2	A focus on the social/emotional needs of students

    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.**

Students who have missed the most in person instruction and those who did not participate regularly in the virtual environment.

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	Maintaining full capacity of teaching staff to support blocked scheduling and smaller class sizes

    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 have missed the most in person instruction and those who did not participate regularly in the virtual environment.

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.)

In planning for the use of these funds, the District held discussions with stakeholders at several budget hearings, School Board meetings, School Board committee meetings, and staff meetings. A stakeholder survey was distributed to staff, students, parents, and community members for input on the spending of ESSER allocations. Professional development surveys and staff reflections were conducted to identify staff needs. The District SEL committee met to discuss student and staff needs and options for use of the funds. Student participated in surveys to address SEL needs. The District will continue to engage with stakeholders through meetings and surveys, including soliciting feedback from parents, students and staff regarding the effectiveness of programming and suggestions for improvement moving forward.

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)**

Feedback from discussions at several budget hearings, School Board meetings, School Board committee meetings, and staff meetings was reviewed by the grant writing team and incorporated into the proposal as applicable. Stakeholder survey results were reviewed and considered in planning for the use of these funds. Those categories most important to stakeholders were identified as safe, in person schooling and continuity of services, social emotional learning, trauma sensitive schools and health and wellness, staff recruitment and support, and academic recovery and acceleration. Each of these areas have been addressed in this proposal. Student social emotional needs were identified in SEL student surveys and staff discussions, which were considered in the planning of the Wellness/Fitness Center.

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

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

The District plan for the use of these ARP ESSER funds was developed in collaboration with stakeholders. The focus of the plan was reviewed during School Board subcommittee and work session meetings, and will be formally approved at the next School Board Work Session meeting. The District plan will be posted to the District website (www.sharonsd.org) and a link to the plan will be shared on individual school websites and through school social media and communication resources. Notification of the plan posting to the website will be sent to families via a voice "all call" and text message. The plan will be translated for our EL families and made available through our EL coordinators. The plan will be provided in alternate format upon request made to the District's Supervisor of Student Services by a parent/caregiver who is an individual with 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 (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.

To address the academic impact of lost instructional time the District will utilize the following evidence based practices to ensure every student has access to the resources and supports necessary to successfully engage with and master grade-level content. ARP ESSER funds will be used to purchase curriculum resources in math, ELA, science and social studies to assist in providing targeted instruction and intervention. Aligned core curriculum provides students with multiple opportunities to reinforce concepts and practice skills. Across grade levels, concepts are reviewed and extended in varying instructional contexts. Teachers will have a variety of standards aligned resources to support multiple instructional/learning modes and address student skill strengths and needs. Targeted Instruction is the alignment of specific student needs to established learning goals. Teachers use data to identify and categorize student needs and then provide instruction to meet those needs via adaptive content and/or methods. This strategy relies on continual assessment and observation to determine initial learning levels, measure student progress, and refine program components accordingly. The District will also contract with MIU IV for Occupational Therapy services for students in kindergarten and first grade to support motor skill deficits. In addition, the District will use ARP ESSER funds to support our 1 to 1 initiative, allowing for blended learning opportunities and virtual learning resources when distance learning is necessary to mitigate the effects of COVID 19 on in person learning. This will include the purchase of additional chromebooks and a data backup solution to ensure user information is secure. Blended learning can assist teachers in providing supplementary aid, independent practice and engaging, interactive learning experiences to support student skill acquisition. While all of our student population has been impacted by the pandemic, specifically our lowest income students, children with disabilities and those having missed an extensive number of school days have demonstrated skill deficits as a result of interruptions to education and instructional time. Our curriculum and technological resources will assist staff in supporting the specific needs of these students by providing the tools they need to assess student mastery of concepts, differentiate and provide specifically designed instruction. Staff will continue efforts to identify, engage and support students who have missed the most in-person instruction and those who had not participated consistently in remote instruction during school closures through regular communication with families, developing strategies to foster student engagement, implementing attendance initiatives and leading support sessions for students and families focused on providing strategies for successful in person and virtual learning.

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.

ARP funds will be used to sustain services to address students' academic, social, emotional, and mental health needs by enhancing classroom instructional technology, teacher access to technological resources, maintaining a full educational staff to allow for suitable student/staff ratios and class sizes conducive to supporting student individual needs, and to provide a Wellness/Fitness Center to foster student physical and mental well being. This includes updating classroom projectors and interactive whiteboards to foster student engagement and enhance instructional delivery. Expenses consist of hardware, installation and cabling. Upgraded classroom computers for teachers to lead instruction are needed, as well as management software and server support. During the 20-21 school year, the District furloughed several teachers as a result of financial hardship. Through budget cuts and the support of other emergency relief funds, the District was able to recall those staff and provide for additional staff to meet the needs of our most vulnerable students, including additional learning and emotional support staff. ARP funds will be used to support the salary, benefits and retirement contributions of teaching staff to continue to support the needs of our students through additional programs and appropriate student/teacher ratios. Funds will be used to provide WiFi hotspots to families in need to ensure all students have access to instruction in the event of school closure or student quarantine. These efforts, along with our 1 to 1 initiative, will support the goals of increasing opportunity to learn and equity in instructional delivery. In an effort to increase student and staff attendance, funds will be used for incentive programs as well. These programs are designed to engage students and reward those regularly attending school and work. This aligns with the District School Wide Positive Behavior Support Program and other social emotional support strategies supported by prior emergency relief funds. The construction of the Wellness/Fitness Center can be categorized not only as a facilities improvement, as it will provide a new space for student fitness and exercise (the current fitness facility has ventilation and mold issues and limited space to allow for appropriate distancing), but also the hub for student emotional and mental health supports. The Center will include space for the District Crisis Counselor, increasing accessibility to students, and an area for Guidance Services. The current Guidance area does not allow for appropriate distancing when providing students with individual/group support. In addition, the Center will include a large group meeting space for students and families to engage in wellness seminars and activities. Lastly, funds will be used for custodial overtime necessary to uphold some prevention and mitigation policies to maintain facilities in support of the health and safety of our staff and students.

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)

The Sharon Middle School is a designated ATSI school. The District consulted the Pennsylvania Evidence Resource Center when developing all plans for the use of ARP ESSER funds. While Targeted Instruction is not specifically noted in the resource center, it promotes instruction aligned to specific student needs and learning goals, driven by assessment data and is aligned with the

Accelerated Learning System.

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	10,662,838	20%	2,132,568

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	Indicators of student learning reviewed for students in grades K-6 include literacy skill proficiency as evidenced by the Acadience Reading assessment data, benchmark assessment data, student grades, behavior data and attendance rates. Indicators reviewed for students in grades 7-12 include benchmark assessment data, student grades, course failure risks, behavior data and attendance rates. Teachers consistently monitor progress through formative assessments.Teams consisting of building principals, guidance counselors, teachers, support staff, the Supervisor of Student Services and the Supervisor of Curriculum, Instruction and Assessment meet in groups to review data, including individual student and cohort achievement, behavior and attendance data and trends in comparison to the 19-20 and 20-21 school years. In addition, teachers collaborate regularly in building level Professional Learning Communities, focusing on student, staff and District needs and concerns. All staff receive professional development and support in the use of data to drive instruction and specific data tools, ie. PVAAS, curriculum based assessments, CDTs, etc.
Opportunity to learn measures (see help text)	Student engagement is monitored and discussed during staff Professional Learning Community, Data Team and Student Assistance Program Meetings. The District implements a 1 to 1 initiative, providing every student and teacher with chromebooks to support blended learning, connectivity, targeted instruction and virtual learning as needed. WiFi hotspots are provided to families currently without internet connectivity at home. Technology needs surveys are distributed to students and families. Professional development surveys are distributed to staff and data collected is used to plan for professional development sessions.
Jobs created and retained (by number of FTEs and position type) (see help text)	The District Business Manager will maintain records for those staff supported by ARP ESSER funds and will provide Full-Time Equivalent Reports.
Participation in programs funded by ARP ESSER resources (e.g.,	N/A

	Data Collection and Analysis Plan (including plan to disaggregate data)
summer and afterschool programs)	

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

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

☑

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

☑

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

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

☑

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

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

☑

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

☑

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

☑

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

☑

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

☑

The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA[1]. High poverty schools are the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and

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

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

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

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

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

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

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

☑

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

☑

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

☑

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

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

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

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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget
$10,662,838.00
Allocation
$10,662,838.00

Budget Over(Under) Allocation
$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	$2,000,000.00	Curriculum Resources
1000 - Instruction	700 - Property	$120,000.00	Chromebooks
1000 - Instruction	700 - Property	$250,000.00	Classroom Teacher Computers
1000 - Instruction	600 - Supplies	$25,000.00	QNAP Backup Solution for Data
1000 - Instruction	700 - Property	$60,000.00	Classroom Projectors
1000 - Instruction	700 - Property	$450,000.00	Interactive Whiteboard Systems
1000 - Instruction	300 - Purchased Professional and Technical Services	$20,000.00	MIU IV Occupational Therapy Support
1000 - Instruction	600 - Supplies	$20,000.00	Attendance Incentives
1000 - Instruction	600 - Supplies	$300,000.00	Server Solution
1000 - Instruction	600 - Supplies	$150,000.00	Software
			Cellular connectivity

Function	Object	Amount	Description
1000 - Instruction	500 - Other Purchased Services	$170,000.00	monthly service students currently without access
1000 - Instruction	600 - Supplies	$30,000.00	Cat6 Cabling
1000 - Instruction	400 - Purchased Property Services	$150,000.00	Projector/Interactive Whiteboard Installation
1000 - Instruction	700 - Property	$145,000.00	Cisco Core Switch
1000 - Instruction	100 - Salaries	$2,500,000.00	Staff Salaries
1000 - Instruction	200 - Benefits	$622,838.00	Staff FICA and Retirement
		$7,012,838.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

$10,662,838.00

Allocation

$10,662,838.00

Budget Over(Under) Allocation

$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	$3,500,000.00	Wellness/Fitness Center Construction
2600 - Operation and Maintenance	100 - Salaries	$120,000.00	Custodial Overtime Salary
2600 - Operation and Maintenance	200 - Benefits	$30,000.00	Custodial Overtime FICA & Retirement
		$3,650,000.00	

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	$2,500,000.00	$622,838.00	$20,000.00	$150,000.00	$170,000.00	$2,525,000.00	$1,025,000.00	$7,012,838.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1300 CAREER AND TECHNICAL EDUCATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1400 Other Instructional Programs – Elementary / Secondary	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1600 * ADULT EDUCATION PROGRAMS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1700 Higher Education Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1800 Pre-K	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2000 SUPPORT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2100 SUPPORT SERVICES – STUDENTS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2200 Staff Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
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	$0.00	$0.00	$0.00	$0.00	$0.00
2500 Business Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2600 Operation and Maintenance	$120,000.00	$30,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$150,000.00
2700 Student Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2800 Central Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3100 Food Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3200 Student Activities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3300 Community Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,500,000.00	$3,500,000.00
	$2,620,000.00	$652,838.00	$20,000.00	$150,000.00	$170,000.00	$2,525,000.00	$4,525,000.00	$10,662,838.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
				Final				$10,662,838.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals