Section: Narratives - Assessing Impacts and Needs

LEA ARP ESSER APPLICATION

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

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

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

Section I: Assessing Impacts and Needs

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

Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being.

Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	Information related to loss of instructional time will be gathered through state assessment data, NWEA Map assessment data. classroom data, stakeholder surveys, and small group conversations.
Chronic Absenteeism	Attendance policies and procedures were reviewed regularly. Families facing challenges in th area of attendance were offered additional support from our school staff. In addition, full time remote learning was added as an option. Families were invited to participate in attendance conferences. If all options were exhausted and as a last resort, parents were issued a citation.
Student Engagement	Students were offered opportunities over the summer to participate in high interest enrichment camps. Middle and High School students were also asked to provide input through district wide surveys. Data was also collected through the PASS survey from students in grades 3-11 to specifically inquire about their connectedness to school.
Social-emotional Well-being	The elementary school counselor collaborates with classroom teachers to implement the PATH social emotional curriculum. Data is collected through student work samples. At the middle school level, the school counselor and the middle school principal invite parents and students to a meeting to discuss student interests and well being. At the all levels the District collaborated with an outside provider to offer in house counseling for students that struggle. The District also began administering the PASS survey to inquire about how students feel about their mental health.
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
	The Coordinator of Special Education held IEP

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])	meetings with all district families to gather information to revise IEPs. The Coordinator also presented to the school board the PASS results and followed-up with conversations with building administrators and teachers. Lastly, NWEA and progress on IEP goals were monitored.
English learners	Our students who receive English as a Second Language services were monitored through the WIDA testing completed yearly in addition to the PASS and NWEA assessments. Parent meetings using interpreters was another strategy that worked well.
Students from low-income families	At the beginning of the pandemic, ensuring that our students from low icome families received food on a consistent basis was critical. Then NWEA and PASS assessments were implemented to gather information on the impact of COVID.

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	The implementation of the PASS assessment was critical for school staff to be able to identify students were were in jeopardy of not attending school regularly. It also identified students who were likely struggling with mental health issues which then led to their disengagement from school. We also were able to identify that students who are not connected to the school community were the most likely to struggle academically.

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

☑ **Academic impact of lost instructional time**

☑ **Chronic absenteeism**

☑ **Student engagement**

☑ **Social-emotional well-being**

☐ **Other impact**

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

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

☑ **Students from low-income families**

☑ **Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)**

☑ **Gender (e.g., identifying disparities and focusing on underserved student groups by gender)**

☑ **English learners**

☑ **Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))**

☑ **Students experiencing homelessness**

☐ **Children and youth in foster care**

☐ **Migrant students**

☐ **Other student groups: (provide description below)**

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

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	Returning to in-person instruction coupled with strong communication with families was a critical strategy for the school to determine the impact of lost instructional time, chronic absenteeism, student engagement, and social emotional well being.

    i. **Impacts that Strategy #2 best addresses:** (select all that apply)

☑ **Academic impact of lost instructional time**

☑ **Chronic absenteeism**

☑ **Student engagement**

☑ **Social-emotional well-being**

☐ **Other impact**

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

    iii. **Student group(s) that Strategy #2 most effectively supports:** (select all that apply)

☑ **Students from low-income families**

☐ **Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)**

☐ **Gender (e.g., identifying disparities and focusing on underserved student groups by gender)**

☑ **English learners**

☑ **Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))**

☑ **Students experiencing homelessness**

☐ **Children and youth in foster care**

☐ **Migrant students**

☐ **Other student groups: (provide description below)**

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

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	

    i. **Impacts that Strategy #3 best addresses:** (select all that apply)

☐ **Academic Impact of Lost Instructional Time**

☐ **Chronic absenteeism**

☐ **Student engagement**

☐ **Social-emotional well-being**

☐ **Other impact**

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

iii. **Student group(s) that Strategy #3 most effectively supports:** (select all that apply)

☐ **Students from low-income families**

☐ **Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)**

☐ **Gender (e.g., identifying disparities and focusing on underserved student groups by gender)**

☐ **English learners**

☐ **Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))**

☐ **Students experiencing homelessness**

☐ **Children and youth in foster care**

☐ **Migrant students**

☐ **Other student groups: (provide description below)**

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

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

In this second section, LEAs are asked to provide information on how stakeholders will be engaged in planning for the use of ARP ESSER funds, how stakeholder input will be utilized, and how the LEA will make its LEA Plan for the Use of ARP ESSER Funds transparent to the public—all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

4. Stakeholder Engagement

Describe how the LEA, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders. **(3,000 characters max)**

> (Stakeholders include students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the LEA, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

There were at least two public parent/community webinars which highlighted how the District proposed to use ESSER funding. At least two faculty and staff webinars were held to outline how ESSER funding could be used to assist students. At least two surveys requested feedback from stakeholders to assess how the summer programming options were received. ESSER funding was addressed at school board meetings and the public has two opportunities to provide feedback on the proposals for the use of ESSER funding. The faculty and staff also wrote articles which were published in the local community magazine highlighting the summer classes and camps offered to our students paid for through ESSER funding.

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)**

During the parent webinars, the Superintendent was able to directly receive feedback from parents. Parents specifically requested that the district provide learning opportunities to students throughout the summer. This led to the District offering HS students the opportunity to do credit recovery free of charge in the summer. Middle school students also participated in credit recovery at no cost to the families. Lastly, the district offered remediation and enrichment courses for the elementary students free of charge. For transparency purposes, the District will be posting each ESSER grant to the District website for stakeholders to review.

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 will post Excel spreadsheets to the district website under the tab ESSER funding. It will outline each project, cost associated and the years associated with the spending. After being posted for two weeks, the district will seek input from the public through a survey to determine if additional clarification is required. The district continues to list on school board agenda which projects are paid for through ESSER funding.

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 District will use Fundations to provide intensive reading fundamentals during before and after school tutoring sessions. Students with disabilities, children from low income, and English language learners will also receive strategic reading interventions through the Sonday program which will be provided by an instructor who was trained to use the program. The District has a computer program which monitors students attendance. This will be used in collaboration with the assessment programs paid for through the use of ESSER funding. This information will be used to create a checklist to identify students in need of remediation or enrichment.

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.

Prior to the Pandemic the District was not a 1:1 school district. ESSER funding has enabled us to guarantee that our students will have access to reliable devices and internet for the next six- eight years. Along with increasing student access to online resources, it required the District to increase the layers of online safety. The District invested in GoGuardian, a program which notifies the District if someone is attempting to visit unauthorized internet sites. Canvas, learning platform was also required for teachers to upload lessons and instructional videos. Students were taught how to navigate the program. Lastly, the pandemic caused a significant number of faculty and staff to resign or retire last year. A portion of the ESSER funding has been set aside to retain departments and a set retention stipend has been calculated for all employees across the District.

9. For LEAs with one or more Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) school only

Please verify consultation of the Evidence Resource Center in developing the LEA Plan for the Use of ARP ESSER Funds and provide a justification for any intervention that is not supported by tier 1, 2, 3, or

4 evidence. If the LEA does not include a school with a CSI or ATSI designation, indicate "Not Applicable."
(3,000 characters max)

Not applicable

10. 20% Reservation Calculation

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

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	1,698,905	20%	339,781

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	Teacher collected data, NWEA/MAPs assessments in reading and math in grades K-8, state standardized tests and PASS assements will be used to collect infromation about student learning and will be used to identify students eligible for remediation and enrichment opportunities.
Opportunity to learn measures (see help text)	Students now have access to reliable technology devices for the next six-eight years. Through the use of Canvas mentors, teachers had direct access to local experts in their own buildings to learn how to better use Canvas. Students, parents/families, and faculty/staff completed surveys to provide feedback on remote learning, what needs were still unmet, and opportunties moving forward using technology.
Jobs created and retained (by number of FTEs and position type) (see help text)	The ESSER funding enabled the District to create a fulltime remote learning teacher position, retain a kindergarten teacher position, retain a school counselor position, retain a school nurse position, and add a custodian position. At the end of the 2020-2021 school year, the district experienced a significant number of resiganations and retirements. The District plans to issue a retenion stipend to all employees based on the number of weeks worked from July 1, 2020-June 30, 2022.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	In the summer of 2021 the District was able to offer 23 summer camps to encourage students to reconnect with faculty and staff. This was in addition to the credit recovery courses and the remediation courses offered District wide.

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

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

☑

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

☑

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

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

☑

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

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

☑

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

☑

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

☑

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

☑

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

☑

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

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

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

☑

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

☑

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

☑

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

☑

The LEA's Health and Safety Plan will include (1) how the LEA will, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety   of students, educators, and other staff; (2) how the LEA will ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which   may include student health and food services; (3) how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC: (a) universal and correct wearing of masks; (b) modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); (c) handwashing and respiratory etiquette; (d) cleaning and maintaining healthy facilities, including improving ventilation; (e) contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments; (f) diagnostic and screening testing; (g) efforts to provide vaccinations to school communities; (h) appropriate accommodations for children with disabilities with respect to health and safety policies; and (i) coordination with state and local health officials.

☑

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

☑

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

☑

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

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

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

☑

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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

$1,698,905.00

Allocation

$1,698,905.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$9,746.00	Canvas Program
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$37,820.00	Go Guardian Suite 3 year purchase
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$325,155.00	Chromebooks for grades K,3,4,5,6,9Unit cost $330 each for approximately 615 students Cases $25/each - 615Extended warranty $80 each Google licenses $25 each
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$2,527.59	Summer School Supplies Estimated $1319+71.67+131.83+ 1005.09

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$2,554.95	Summer School Supplies for 2021-2022 Estimated104.05+38.90+601+1811
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$26,268.00	Estimate cost per school year NWEA -Lexia--ALEKS-Accelerated Reader12,312.50+ 2466+4609.50+4000+ 1200+1400+280
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$29,169.00	Estimated cost per school yearNWEA-Acelerated Reader-Lexia-ALEKS- Study Island12,312.50+ 2,514+3175.50+4000+ 1200+1470+297+4200
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$5,863.00	Benefits funding Title I shortage estimated cost
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$5,056.00	Salaries funding Title I shortage estimated cost
1000 - Instruction	100 - Salaries	$5,056.00	Salaries Funding Title I shortage estimated cost
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$5,038.55	Salaries Funding Title I shortage estimated cost

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$5,863.00	Benefits funding Title I shortage estimated cost
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$5,000.00	Benefits funding Title I shortage estimated cost
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$42,267.22	Summer School Salaries estimated cost
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$7,905.23	Summer School Benefits estimated cost$1616.79+$6288.44
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$8,288.00	Summer Camp Salaries estimated cost
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$1,764.92	Summer Camp estimated cost
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$13,653.00	After School Remediation Salaries Elroy estimated costs
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$2,907.41	After School Remediation Benefits Elroy estimated costs

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$6,216.00	After School Remediation Salaries Moore estimated costs
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$1,323.70	After School Remediation Benefits Moore estimated costs
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$2,379.84	After School Remediation Salaries MSHS estimated costs
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$506.79	After School Remediation Benefits MSHS estimated costs
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$3,200.00	After School Remediation Salaries MSHS estimated costs
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$681.44	After School Remediation Benefits MSHS until end of year estimate
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$129,609.38	Bonus Salaries estimated costs
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$27,600.32	Bonus Benefits estimated costs

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	500 - Other Purchased Services	$920.00	Paid Phase IV 400Waterfront Learning 520
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$76,093.00	Salary estimated projection
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$36,281.56	Benefits estimated projection
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$79,105.00	Salary estimated projection
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$38,306.02	Benefits estimated projection
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$87,345.00	Salary estimated projection
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$21,641.21	Benefits estimated projection
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$63.44	Science and History Book special ed 31.16+ 32.28
1000 - Instruction	600 - Supplies	$55,000.00	Reading Curriculum

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	$175.00	Kiski Tuition Payment credit recovery Paid
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$57,120.00	MS/HS Teacher laptops purchased 22-23 school year estimate (56 estimate at $1020/each)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$36,968.75	Bonus Salaries 2021-2022 school year
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$7,872.52	Bonus Benefits 2021-2022 school year
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$28,751.00	Remediation Supplies and Software
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$21,500.00	Incoming Kindergarten Chromebooks to be purchased in 2021-2022 school year. (50 at a cost of estimated $300)Cases at $25 each Google Licenses at $25 each Extended warranty at $8/each
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$2,873.77	Sub services
		$1,263,436.61	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

$1,698,905.00

Allocation

$1,698,905.00

Budget Over(Under) Allocation

$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$2,000.00	GOGuardian Professional Development
2600 - Operation and Maintenance	100 - Salaries	$23,843.75	Bonus Salaries
2600 - Operation and Maintenance	200 - Benefits	$6,894.47	Bonus Benefits
2400 - Health Support Services	100 - Salaries	$3,202.50	Bonus Salaries
2400 - Health Support Services	200 - Benefits	$681.98	Bonus Benefits
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$7,000.00	Bonus Salaries
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$1,490.66	Bonus Benefits
2300 - SUPPORT SERVICES –	100 - Salaries	$10,988.08	Bonus Salaries

Function	Object	Amount	Description
ADMINISTRATION			
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	$8,967.01	Bonus Benefits
2200 - Staff Support Services	100 - Salaries	$3,500.00	Bonus Salaries
2200 - Staff Support Services	200 - Benefits	$745.34	Bonus Benefits
2500 - Business Support Services	100 - Salaries	$3,500.00	Bonus Salaries
2500 - Business Support Services	200 - Benefits	$745.34	Bonus Benefits
3200 - Student Activities	100 - Salaries	$1,750.00	Bonus Salaries
3200 - Student Activities	200 - Benefits	$372.67	Bonus Benefits
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	$2,625.00	Bonus Salaries
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	$559.00	Bonus Benefits
2200 - Staff Support Services	100 - Salaries	$875.00	Bonus Salaries
2200 - Staff Support Services	200 - Benefits	$186.33	Bonus Benefits
2800 - Central Support Services	100 - Salaries	$1,750.00	Bonus Salaries

Function	Object	Amount	Description
2800 - Central Support Services	200 - Benefits	$372.67	Bonus Benefits
2600 - Operation and Maintenance	100 - Salaries	$3,937.50	Bonus Salaries
2600 - Operation and Maintenance	200 - Benefits	$838.50	Bonus Benefits
2600 - Operation and Maintenance	100 - Salaries	$3,500.00	Bonus Salaries
2600 - Operation and Maintenance	200 - Benefits	$745.00	Bonus Benefits
2200 - Staff Support Services	100 - Salaries	$6,000.00	Curriculum writing ELA elementary salaries
2200 - Staff Support Services	200 - Benefits	$1,300.20	Curriculum writing ELA elementary benefits
2200 - Staff Support Services	100 - Salaries	$5,850.00	Curriculum writing Math salaries
2200 - Staff Support Services	200 - Benefits	$1,255.12	Curriculum writing Math benefits
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$59,655.00	Counselor salary
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$32,781.09	Benefits estimated
2400 - Health Support Services	100 - Salaries	$44,237.12	Nurse Salary estimated
2400 - Health Support Services	200 - Benefits	$19,510.70	Nurse Benefits estimated

Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	$90,000.00	Curriculum Coordinator Salary
2200 - Staff Support Services	200 - Benefits	$37,540.42	Curriculum Coordinator Benefits
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	$5,000.00	Federal Coordinator Salary
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	$1,064.75	Federal Coordinator Benefits
2600 - Operation and Maintenance	400 - Purchased Property Services	$18,144.00	Sub services
2600 - Operation and Maintenance	600 - Supplies	$22,059.19	COVID Supplies
		$435,468.39	

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	$5,056.00	$0.00	$0.00	$0.00	$0.00	$55,000.00	$0.00	$60,056.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	$458,250.99	$155,644.60	$2,873.77	$0.00	$175.00	$540,611.54	$0.00	$1,157,555.90
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$36,968.75	$7,872.52	$0.00	$0.00	$0.00	$63.44	$0.00	$44,904.71
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	$920.00	$0.00	$0.00	$920.00
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	$66,655.00	$34,271.75	$0.00	$0.00	$0.00	$0.00	$0.00	$100,926.75
2200 Staff Support	$106,225.00	$41,027.41	$2,000.00	$0.00	$0.00	$0.00	$0.00	$149,252.41

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Services								
2300 SUPPORT SERVICES – ADMINISTRATION	$18,613.08	$10,590.76	$0.00	$0.00	$0.00	$0.00	$0.00	$29,203.84
2400 Health Support Services	$47,439.62	$20,192.68	$0.00	$0.00	$0.00	$0.00	$0.00	$67,632.30
2500 Business Support Services	$3,500.00	$745.34	$0.00	$0.00	$0.00	$0.00	$0.00	$4,245.34
2600 Operation and Maintenance	$31,281.25	$8,477.97	$0.00	$18,144.00	$0.00	$22,059.19	$0.00	$79,962.41
2700 Student Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2800 Central Support Services	$1,750.00	$372.67	$0.00	$0.00	$0.00	$0.00	$0.00	$2,122.67
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	$1,750.00	$372.67	$0.00	$0.00	$0.00	$0.00	$0.00	$2,122.67
3300 Community Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
	$777,489.69	$279,568.37	$4,873.77	$18,144.00	$1,095.00	$617,734.17	$0.00	$1,698,905.00

Approved Indirect Cost/Operational Rate: 0.0000	$0.00
Final	$1,698,905.00