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 administration of local assessments: STAR, DRA, EDL determined which students needed academic intervention. Teachers also completed unfinished learning documents so that the teacher in the subsequent grade will know what standards to cover.
Chronic Absenteeism	The academic grades and performance on local assessments of students with chronic absenteeism were analyzed.
Student Engagement	During the 20/21 SY, the report card grading policy was adjusted so as to provide more weight to student participation and attempts at assignment completion of async and synchronous work. Student attendance was tracked for each class/lesson rather than whether they were "present" at the start of the day.
Social-emotional Well-being	Teachers and parents made referrals to the counseling team for students who were not responsive during class, expressed feelings of depression or anxiety, or exhibited concerning behaviors.
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
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Strategies used in fall 2020: Bi-weekly progress monitoring and documentation on IEP goals for determination and eligibility of Covid-Compensatory services which were offered over the course of a 6 week summer program. Strategies that will be used in fall 2021: Gather new baseline data and bi-weekly progress monitoring and documentation of IEP goals for educational benefit reviews after 60 days of intensive instruction.Tier 1 interventions: Develop more robust tier 1 and tier 2 interventions to ensure that students who need support receive it, even if evaluations are not yet complete.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
English learners	Our ELD teachers used data from ACCESS, Leveled Literacy Intervention progress monitoring, DRA 3 and Woodcock Screener to measure progress
Students from low-income families	We are disaggregating baseline data from STAR 360 and DRA/EDL to identify learning gaps.

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	Weekly sessions with school counselors for emotionally at-risk students, as identified by teachers

   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	Learning Lab created and implemented for our most academically and emotionally at-risk students in grades 4-8 because in-person schooling did not resume for those grades during the 20/21 SY.

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	Partnered students struggling academically or students with chronic absenteeism with student support personnel for 1:1 assistance with academics, family support, and student engagement.

   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.)

ICS's educational program is built on its mission and values. We believe that learning happens best when we partner with staff, families and the community to enrich and expand learning opportunities for our students and we believe the same is true as we plan for the use of the ARP ESSER funds. ICS's leadership team has conducted a thorough analysis of student and teacher data and researched-based best practices and solicited feedback from teachers, students, families, and other staff via focus groups, meetings and surveys to help inform the use of ARP ESSER funds. ICS' plan for stakeholder engagement will continue to grow stronger as we implement resources and strategies afforded by the APR ESSER grant. ICS will utilize its quarterly Community Meetings, newsletters, and surveys to provide updates and to solicit additional feedback on current utilization and future use of ARP ESSER funds from its families. Built into ICS' weekly schedule is early release time for students so that teachers and other staff have time for professional development and planning across content and grade groups. At least monthly, part of this time will be used to garner feedback and input from teachers and other staff as it relates to the implementation of resources and strategies under the ARP ESSER funds. Additionally, ICS' monthly Board meetings will include an update on progress and provide opportunities for the Board of Trustees to provide feedback and input on the future use of funds aligned to the ARP ESSER grant. ICS' leadership team which include the CEO, Principal, Assistant Principals, Director of Operations and Coordinator of Special Education have been leading planning and utilize work teams to focus on discrete work flows and implementation of time-bound resources and projects under the grant. ICS's stakeholders (teachers, students, staff, families, and Board) are used to working collaboratively and the stakeholder engagement process comes naturally to our team.ICS has an established system for fostering authentic family and community engagement that embraces family assets, responds to unique community needs in real time and encourages engagement of family and community members to impact the academic and non-academic barriers to success for our students.

5. Use of Stakeholder Input

Describe how the LEA has taken or will take stakeholder and public input into account in the development of the LEA Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

ICS has an established system for fostering authentic family and community engagement that embraces family assets, responds to unique community needs in real time and encourages engagement of family and community members to impact the academic and non-academic barriers to success for our students. ICS will seek to understand all stakeholder perceptions and expectations and use this information to inform the selection of resources and supports of the ARP ESSER grant. During the implementation period, feedback from multiple stakeholder groups will be used to assess progress against our stated objectives, the leadership team will use this and other data to address any problems or take advantage of new opportunities.ICS has and will continue to use a combination of the following methods and measures to obtain stakeholder feedback including but not limited to: satisfaction questionnaires, stakeholder surveys, information sessions, targeted meetings, committees and/or focus groups.These mechanisms will be essential in providing the leadership team information that enables real-time and in some cases an immediate response and opportunity for quick resolution of issues and implementation of corrective and preventive measures as it relates to the mitigation strategies outlined in this application that support a safe and supportive learning experience for all students.

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)**

At ICS we have a deep belief that family (parent or guardian) and community involvement and participation is essential to high academic outcomes for students and to do so requires creating a process to engage all stakeholders, share ideas and plans, and solicit feedback to make modifications or improvements going forward. To develop the plan for the use of ARP ESSER funds, ICS's leadership team has conducted a thorough analysis of student and teacher data and researched-based best practices and solicited feedback from teachers, students, families, and other staff via focus groups, meetings and surveys to help inform the use of ARP ESSER funds. ICS's plan for the use of funds has been presented to its Board via its monthly Board meeting and to the community at large via its Community Meetings. Further, a recording and slide deck of the most recent Community Meeting has been posted to ICS's website outlining the planned use of ARP ESSER funds. Any use of funds that requires Board approval will be presented as a resolution during the appropriate Board meeting.

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 impact of the COVID-19 pandemic on students, including students receiving special education services, experiencing low-income and/or homelessness, and English language learners, ICS plans to allocate its ARP ESSER funds to meet its expressed priorities described below: Additional Trauma Informed Counselor, Social Worker and related Services:As a result of the pandemic, ICS has identified an increased number of students who experienced mental health and/or other personal issues that have prevented them from fully engaging in the learning process. For our students to be successful and additional trauma counselor will provide targeted support in collaboration with each student's classroom teacher to address any learning loss. ICS plans to hire one full-time trauma counselor at a cost of approximately $254,00 thee grant period. Math Specialist, Literacy Specialist, Intervention Teachers, and Literacy Coaching:Due to the pandemic ICS has seen that some students were not able to fully access the curriculum and this has contributed to learning loss. To accelerate moving these students forward, ICS will add additional math and literacy specialists to modify its curriculum and provide professional development. Additionally, ICS will add Intervention Teachers to provide target 1:1 and small group support to students identified as needing additional support. Further a Literacy Coach will be obtained to provide ongoing professional development and in-the-moment coaching to teachers. The cost will be approximately $1,091,884 over the grant period. Evidence- Based Summer Program:ICS plans to expand its summer program for identified K-8 students including those receiving special education and/or COVID-19 compensatory services and will offer opportunities for academic enrichment, social emotional learning and other skill building to address learning loss. On a daily basis, students will engage with content to improve their math, literacy, and comprehension skills. Emphasis will be placed on fun activities that explore essential concepts and standards applicable to each grade band. The cost for this during the grant period is $65,000. Behavioral Supports:Behavioral support will be offered in order to help the Special Education and School Culture teams create plans to manage behaviors that affect a student's learning. PCA consultants will work with our teams to provide a comprehensive approach to behavior management that includes interventions and regular monitoring. The cost will be approximately $103,626 over the grant period. Books/SuppliesICS will provide its staff and students additional curricular materials to address learning loss and health and safety. The approximate cost over the grant period is $61,020. During and at the end of the funding period ICS will determine whether the additional services are still needed based on student data (formative, interim, and summative assessments) and teacher and family feedback.

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.

ICS plans to implement the following resources in response to the COVID-19 pandemic in accordance with guidance from PA Department of Education and state and local health departments. These efforts include but are not limited to the following:Purchase of educational technology and equipment to ensure virtual learning capabilities for school closures as a result of COVID-19.Activities including outreach to address the needs of low-income students, students with disabilities, English language learners, racial and ethnic minorities, and students experiencing homelessness or foster care.Purchase of cleaning supplies and additional cleaning services to sanitize to prevent COVID-19.School facility repairs, inspection, maintenance, repair, and replacement/upgrade projects to improve building safety and air quality, including HVAC and other air cleaning systems, and window and door repair and replacement.Purchase of materials to send home with students to address learning lossPurchase curriculum that has on-line capabilities that will gauge learning levels of studentsSalaries for support staff to maintain the operation and continuity of services and continuing to employ existing staffSummer professional development to respond to student learning loss and to provide high-quality instructionInsurance costs, unemployment cots, worker's compensation in order to maintain the operation and continuity of servicesCost associated with implementing virtual and digital resources and data managementPurchase of K-8 benchmark, remediation, and acceleration curriculum to supplement instruction within the classroom across content areasEmployee paraprofessionals for more one-on-one assistance for students with learning loss as a result of COVID-19.Providing mental health services and supports using evidence based strategiesOther activities that are necessary to maintain the operation of and continuity of services and continuing to employ existing staff.

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	5,699,081	20%	1,139,816

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	ICS will disaggregate baseline data from STAR 360 and DRA/EDL to identify learning gaps.
Opportunity to learn measures (see help text)	ICS will administer surveys to teachers, families, and students and provide 1:1 computer devices to students both at home and in school. Additionally ICS will provide professional development on the effective use of technology to students, families, and staff.
Jobs created and retained (by number of FTEs and position type) (see help text)	ICS maintains a list of positions funed by ARP ESSER and the intiatives supported by those positions. ICS will review relevant student level data to determine the effectiveness of these positions ther its mid- and end-of year performance evaluation cycles on an annual basis. Decision to retain these positions will be based on their overall affectiveness in achieving stated student outcomes.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	ICS measures the number of students enrolled in our Summer Learning Academy, as well as the how much progress in reading they made over the course of the 6 week program.

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
$5,699,081.00
Allocation
$5,699,081.00

Budget Over(Under) Allocation
$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$20,000.00	Covid Compensatory Services - Teacher Stipends
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$76,000.00	Contract for Literacy Coaching-- accelerate reading to access curriculum (Learning Loss)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$300,000.00	Math Intervention teacher and Math Specialist-- modify curriculu, professioanal development (Learning Loss)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$92,760.00	Math Intervention teacher and Math Specialist
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	$35,000.00	Expanded Summer Programs-- increase number of student attending for academic acceleration (Learning Loss)

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	$10,000.00	Expanded Summer Programs
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$135,000.00	Literacy Support Leader (Learning Loss)provide professional development and coaching literacy practices and instructional strategies
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$45,000.00	Literacy Support Leader
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$332,343.00	Intervention Teachers-- provide instructional support directly to students (Learning Loss)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$110,781.00	Intervention Teachers
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$2,500,000.00	Other activities that are necessary to maintain the operationof and continuity of services in local educational agenies and continuing to employ existing staff of the local educational agency - to retain instructional teachers and staff despite loss in local funding.

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$60,073.00	Books/Software-- curricular materials to address learning loss and health and safety.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$103,626.00	Personal Care Assistants -- student level SEL supports
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$1,619,498.00	Other activities that are necessary to maintain the operationof and continuity of services in local educational agenies and continuing to employ existing staff of the local educational agency - to retain instructional teachers and staff despite loss in local funding.
		$5,440,081.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

$5,699,081.00

Allocation

$5,699,081.00

Budget Over(Under) Allocation

$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$100,000.00	Trauma Counselor-- provide student level SEL supports in response to COVID to help mitigate learning loss; support instructional staff with truama informed strategies
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$64,000.00	Trauma Counselor
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	$90,000.00	Social Worker (Learning Loss) provide student level SEL supports in response to COVID to help mitigate
2600 - Operation and Maintenance	600 - Supplies	$5,000.00	Temp Scanners Software
		$259,000.00	

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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	$3,267,343.00	$1,868,039.00	$76,000.00	$0.00	$0.00	$60,073.00	$0.00	$5,271,455.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$20,000.00	$0.00	$103,626.00	$0.00	$0.00	$0.00	$0.00	$123,626.00
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	$35,000.00	$10,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$45,000.00
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	$100,000.00	$64,000.00	$90,000.00	$0.00	$0.00	$0.00	$0.00	$254,000.00
2200 Staff Support 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
2300 SUPPORT SERVICES – ADMINISTRATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2400 Health Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2500 Business Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2600 Operation and Maintenance	$0.00	$0.00	$0.00	$0.00	$0.00	$5,000.00	$0.00	$5,000.00
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	$0.00	$0.00
	$3,422,343.00	$1,942,039.00	$269,626.00	$0.00	$0.00	$65,073.00	$0.00	$5,699,081.00
				Approved Indirect Cost/Operational Rate: 0.0000				$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
						Final		$5,699,081.00