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 academic plan for the 21-22 school year and beyond will be utilizing new resources associated with accelerating the growth for all students.This will align with the RTII framework for our district at the K to 6 level, while also providing additional core resources for teachers to formatively assess students on a more frequent basis, analyze the data derived from this process, and then prepare interventions (classroom as well as specialist-based) to support each learner. While data was gathered through a variety of sources during 20-21, for the future, the district will use a balanced assessment plan. The plan includesdiagnostic tools such as CDT, and benchmark assessments Acadience Reading, Acadience Math, and Spring Math in addition to their formative assessments to provide greater clarity to identify student needs and associated interventions. Progress monitoring of students with IEPs and elementary students in RTII will be used to measure student growth. Teachers will also use subject and course pre-assessments to determine what prerequisite learning may be missing in order to plan just in time interventions to be successful to accommodate those students that may have gaps.
Chronic Absenteeism	Student attendance data in PowerSchool was examined regularly by each school's administrative team, as well as through referral by teachers and counselors, to meet the needs of students who were not attending school in-person or virtually. Home visits and supports were done by a variety of administrators and personnel within the district. For 21-22, those students who have already demonstrated chronic absenteeism have been identified. Additional needs identified during the year will be addressed through each building's student support response team, counselors and administration.
Student Engagement	Student engagement during the 20-21 school year was considered as attendance and participation in class (if in-person) or through virtualparticipation and work submission (if learning remotely). Student engagement for 21-22 and beyond will be measured through PaEtep walk through data gathered from administration. SAP student referrals will also be considered. K to 12 SWIS discipline referrals, plus referrals to both Friendship House and outside agencies were reviewed at both the building level and at the admin. level.
Social-emotional Well-being	SAP referrals at the middle and high school and referrals to outside partial placements were analyzed in small, focus groups. K to 12 SWIS discipline referrals, plus referrals to both Friendship House and outside agencies were reviewed at both the building level and at the admin. level. The district uses a Universal Screening at the elementary level to identify potential issues.
Other Indicators	While the district has other data sources, such as Keystone Exams, PSSA and PASA, our administrative team is working with our teachers to use more immediate data to shape student instruction.

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	With nearly 67% of our students coming from low-income families, it became apparent that remote learning was not successful for most students. Student engagement and student attendance issues resulted in a large number of students failing core courses. Summer programming and a fifth marking period were implemented at the middle school and high school for credit recovery. With the return to in person learning for the 21-22 school year for all students, data can be collected and analyzed on the number of students that will need to be enrolled in these programs.
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Our students with disabilities were provided with additional learning time, using a fifth quarter approach. Funds were used to provide additional instruction on core subjects. Data from progress monitoring as well as attendance data was used to determine areas of ongoing need or new areas to be addressed bythe IEP team. For those students who were not able to fully access all of the services needed forsuccess, compensatory services have been made available during the school year through other grant funding. Progress monitoring will continue to be used throughout 21-22 with the ongoing supports in response offered in the fifth marking period to those most in need.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	Our primary students showed the greatest academic needs based on our Acadience assessment data. Whole class interventions were added: Heggerty and Spring Math.

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	Our preliminary Spring Math and Acadience Reading data is showing that our primary students are growing in foundational skills in math and reading, even with the interrupted learning time from quarantines. Our kindergarten data is similar to pre-COVID years. Students in grades 1 to 3 are responding to the interventions, but we continue to work on attendance as a major influence on the intervention success. Time spent out of school for quarantine has limited some students' access to high quality, intensive tutoring.

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.**

Primary Students

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

	Strategy Description
Strategy #2	The district has added Second Step, a curriculum for social and emotional learning, to the middle school for the 21-22 year. This expands our programming from kindergarten to grade 8. In addition, the district is implementing a multi-year professional development plan for trauma informed practices for teachers k to 12.

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.)

The LEA has utilized multiple venues and opportunities for stakeholder engagement on the development of the ARP ESSER plan. The district had a feasibility study prior to March 13, 2020, with various stakeholders providing input on the needs of the district. These needs were put on hold due to COVID-19. As part of our re-opening and return to in person learning, the district has restarted the stakeholder meetings with the architects, district personnel and board members. The district administration has also held its annual review of goals with the school board directors, while setting the new goals for the year. Priority goals include: 1. Resetting and reinventing the educational system beyond Covid by identifying needs and best-practice strategies that improve the student and teacher learning experience to address learning loss, 2. Recognizing and planning strategic student supports for the adverse impact of COVID on academic, social, and emotional learning to create safe and supportive schools and 3. Managing and allocating resources for the benefit of students with responsibility and efficiency. These goals shape the work of the district administration for the school year, and they are presented to the community in public board meetings. Additional stakeholder input has been encouraged through a public survey, posted on our district website. This survey combines the board goals and the priority goals from the state to shape our proposed ARP ESSER plan. The superintendent has presented the plan in a narrative format, sharing what the district has done in response to COVID-19, with the combination of previous grant funding, as well as what the district is proposing with the ARP 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)**

While the survey has been available on our website, the superintendent has also highlighted it during the public meeting and during the ARP ESSER presentation. We have a dedicated section of our website for ESSER funding information for our community. The district has re-activated the feasibility committee, with a wide range of stakeholders providing input. The board goals for administration are also reviewed annually, with new goals provided based on current needs. The district plan is being proposed to meet both the short term needs of returning to in-person learning, safely, while addressing the learning loss of our students and the long-term needs of our district highlighted by the feasibility study. This study has brought attention to the need for a safer, healthier learning environment for our students and staff. Public input will continue to be considered as we implement the plan, as all large purchases will be on board agendas to be approved.

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)**

WASD's Plan for the Use of ARP ESSER funds has been presented in public meetings, including Board of Education meetings. Within the presentation, the survey for public input has been highlighted. This has allowed the community and various stakeholders multiple opportunities to learn about the district's ongoing plan development and provide feedback. The plan has been shared as both a narrative, giving the timeline of events and the district's response with federal funding, as well as an outline document with the projects grouped by topics linked to board goals. The LEA Plan for the Use of ARP ESSER funds will be posted on the section of the website dedicated to 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.

WASD is planning to utilize the allotted ESSER funding designated for learning loss, in compliance with the grant requirements, to support our efforts and the general operating budget in employing a wide range of strategies to address needs in the areas of student academics, social, emotional and mental health, in the following ways:• Utilizing staffing models that employ the expertise of a building-based team composed of school counselor(s), a school psychologist and additional school nurses in each of our eight (8) school buildings by hiring additional trauma and mental health professional staff. This allows the district to provide mental health supports to more students and families, regardless of income. Support is targeted to our economically disadvantaged students. Success will be measured through SAP referrals and PBIS/SWIS data reporting. • Hiring 2 Trauma and Mental Health Coordinators, K to 12, and an attendance specialist to work with our families to reduce truancy and attendance issues. This will allow the district to provide attendance supports to more students and families. This support is targeted to our chronically absent students. Success will be measured through attendance data reporting.• Providing intensive or high-dosage tutoring, and accelerating learning through the purchase of high-quality educational materials for students in grades K-12 for learning recovery to close any learning gaps. This support is for all students and will allow for multiple opportunities for students experiencing a learning loss. Data review and analysis will focus on those students with extended absences. Success will be measured through student assessment data reporting using EdInsight, our data warehouse.• Maintaining the learning management system, Schoology, and the accompanying technology needed to allow students to work remotely or in person, as determined by the Health and Safety Plan. This support is for all students and will allow for multiple opportunities for students experiencing a learning loss. Data review and analysis will focus on those students with extended absences. Success will be measured through student assessment data reporting using EdInsight.• Establishing a summer learning recovery program that extends the school year for our most vulnerable students, including students with IEPs. Success will be measured through student assessment data and progress monitoring reporting using EdInsight.• Providing free credit recovery programs and transportation services for secondary students. This intervention is targeting those students economically disadvantaged. Success will be measured through assessment data reporting using EdInsight.• Hiring long-term substitutes to assist with classroom coverage due to professional staff shortages due to COVID 19 allowing us to provide daily instruction for all students. Success will be measured through assessment data and progress monitoring reporting using EdInsight.

8. Plan for Remaining Funds *(funds not described under the question above)*

How will the LEA spend its remaining ARP ESSER funds including for each of the four fields below, as applicable? **(3,000 characters max)**

a. Continuity of Services: How will the LEA use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?

b. Access to Instruction: How will the LEA use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.

c. Mitigation Strategies: How will the LEA use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff? Consider the LEA's Health and

Safety Plan in developing the response.
d. Facilities Improvements: How will the LEA use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the LEA's Health and Safety Plan in developing the response.

a. ARP ESSER funds will sustain services that address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services by providing additional employees and resources to provide a safe, well-rounded learning environment. Each of the areas of need have been evaluated and considered for improvement. b. The district will support the goals of increasing opportunity to learn and equity in instructional delivery by creating and maintaining the one-to-one technology platform. This may also include the utilization of wireless "hot spots" to support families that had difficulty accessing the internet. Leveraging other funding sources, the district has also provided wireless access points on our buses. This mobile internet capability can be used to support learning beyond the school day or used to provide supports in the event of a school closure. c. The district will 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 by providing PPE and cleaning recommendations. d. ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation will be supported with local funds to target much needed building improvements. The district's feasibility study showed many building improvements needed, with the most critical being the renovation of the Lycoming Valley Intermediate School. This building was built without interior classroom walls or doors, in the "open concept" architecture style. In dealing with an airborne virus like COVID 19, the model makes it very challenging to provide a safe and healthy learning environment. Further details provided in subgrant narrative: Construction Project Details: Lyco Valley.

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)

	ARP ESSER Allocation	**Reservation Requirement**	**Reservation Amount (calculated on save)**
20 Percent Reservation	17,686,571	20%	3,537,314

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	Evidence of student learning will be gathered in an ongoing basis through both local and vendor-based assessment systems. These will be primarily focused on formative assessments as a means to respond to student needs in a timely and efficient manner, while also maintaining the flexibility necessary to respond to student needs as they arise. Examples of the more formal assessment systems will include CDT data, Wonders data, GoMath data, Spring Math, and Acadience Data Management, as well as data gathered through counselors, mental health professionals and psychologists to support decision-making for the social emotional and mental health of individual students. This data may be collected through our PBIS/SWIS data. Attendance anddisciplinary data will be tracked, within PowerSchool. All the various data reporting systems are managed within the EdInsight data warehouse, allowing for multiple views of the student to be analyzed.Analysis will be conducted at a classroom, building and district level, with areas of success, concern, or anomaly dissected for greater understanding.
Opportunity to learn measures (see help text)	WASD uses a combination of data-tracking systems, depending on the situation. PaEtep will be used to track student engagement by administrative walk-throughs and observations. Professional Development Needs Assessments are completed every year to track teacher understandings and growth in the various subject areas, including social and emotional learning. WASD also uses many various types of surveys to gather information about items such as technology usage or stakeholder input.
Jobs created and retained (by number of FTEs and position type) (see help text)	Positions and FTEs are tracked based on the cumulative number of Board approved positions created and eliminated over time. The tracking of positions is relatively straightforward through a combination of the District's personnel management software and manual ledgers. Positions that are created with the use of ESSER funds, and the terms of those positions, are tracked in the same manner, and are reported as ESSER-funded in the minutes to the Board of Directors meetings when they are approved.

	Data Collection and Analysis Plan (including plan to disaggregate data)
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Teacher feedback form and grade checks will be used to track participation for our afterschool program. Summative assessments and credit recovery will be used to track the quarter 5 participation. For students with an IEP, progress monitoring will be used.

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

$17,686,571.00

Allocation

$17,686,571.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	$1,003,020.00	salaries for 6 full year substitutes to provide for coverage for absent teachers, due to COVID 19 issues, as needed for 21-22, 22-23, and 23-24
1000 - Instruction	200 - Benefits	$621,468.00	benfits for 6 full year substitutes to provide for coverage for absent teachers, due to COVID 19 issues, for SY 21-22, 22-23, and 23-24
1000 - Instruction	600 - Supplies	$1,843,758.00	updated curriculum materials to provide for accelerated learning opportunities and digital intervention resources, addressing learning loss
1000 - Instruction	600 - Supplies	$64,000.00	Schoology, our learning management software, for SY 22-23, 23-24
			chromebooks needed

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	$600,000.00	for refreshment cycle in SY 22-23, 23-24
1000 - Instruction	500 - Other Purchased Services	$100,000.00	1 to 1 Chromebook insurance for repair and replacement, as needed
		$4,232,246.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget
$17,686,571.00
Allocation
$17,686,571.00

Budget Over(Under) Allocation
$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2400 - Health Support Services	100 - Salaries	$25,000.00	salary for additional health room tech/contact tracer at the high school for SY 21-22
2400 - Health Support Services	200 - Benefits	$5,250.00	payroll benefits for additional health room tech/contact tracer at the high school for SY 21-22
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$460,000.00	salaries for 2 Trauma and Mental Health Specialists for SY 21-22, 22-23, and 23-24
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$216,600.00	benefits for 2 Trauma and Mental Health Specialists for SY 21-22, 22-23, and 23-24
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$85,500.00	attendance specialist salary for SY 21-22, 22-23, and 23-24
2100 - SUPPORT SERVICES –	200 - Benefits	$17,850.00	attendance specialist benefit for SY 21-22,

Function	Object	Amount	Description
STUDENTS			22-23, and 23-24
2600 - Operation and Maintenance	700 - Property	$70,000.00	10 additional floor scrubbers to maintain proper cleaning of the LVT flooring (please see the enclosed subgrant documentation)
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	$12,574,125.00	partial funding for the renovation of Lycoming Valley Intermediate School(please see the enclosed subgrant documentation)
		$13,454,325.00	

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	$1,003,020.00	$621,468.00	$0.00	$0.00	$100,000.00	$2,507,758.00	$0.00	$4,232,246.00
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	$545,500.00	$234,450.00	$0.00	$0.00	$0.00	$0.00	$0.00	$779,950.00
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	$25,000.00	$5,250.00	$0.00	$0.00	$0.00	$0.00	$0.00	$30,250.00
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	$0.00	$70,000.00	$70,000.00
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	$12,574,125.00	$0.00	$0.00	$0.00	$12,574,125.00
	$1,573,520.00	$861,168.00	$0.00	$12,574,125.00	$100,000.00	$2,507,758.00	$70,000.00	$17,686,571.00
				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	**$17,686,571.00**