

## **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?

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Academic Impact of Lost Instructional Time</b>	-Classroom observations-Local assessment data including but not limited to STEP, MAP, end of module, and State assessments-Data gathered from special education caseloads and progress monitoring-Data gathered from teacher input forms and feedback conversations-Data gathered from parent input forms and feedback surveys/meetings
<b>Chronic Absenteeism</b>	Classroom observations -Data gathered from special education caseloads and progress monitoring-Data gathered from teacher input forms and feedback conversations-Data gathered from parent input forms and feedback surveys/meetings-Daily student attendanceChronic absenteeism data
<b>Student Engagement</b>	Classroom observations-Local assessment data including but not limited to STEP, MAP, end of module, and State assessments-Data gathered from special education caseloads and progress monitoring-Data gathered from teacher input forms and feedback conversations-Data gathered from parent input forms and feedback surveys/meetings-Daily student attendanceChronic absenteeism data-Student survey data
<b>Social-emotional Well-being</b>	Classroom observations-Local assessment data including but not limited to STEP, MAP, end of module, and State assessments-Data gathered from special education caseloads and progress monitoring-Data gathered from teacher input forms and feedback conversations-Data gathered from parent input forms and feedback surveys/meetings-Daily student attendanceChronic absenteeism data-Student survey data
<b>Other Indicators</b>	

**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.

<b>Student Group</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
Children with disabilities (including infants, toddlers, children, and youth with disabilities)	-Classroom observations-Local assessment data including but not limited to STEP, MAP, end of module, and State assessments-Data gathered from special education caseloads and progress monitoring-Data gathered from teacher input

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
eligible under the Individuals with Disabilities Education Act [IDEA])	forms and feedback conversations-Data gathered from parent input forms and feedback surveys/meetings-Data gathered from student surveys-Data input in schoolwide behavior tracking systems
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	-Classroom observations-Local assessment data including but not limited to STEP, MAP, end of module, and State assessments-Data gathered from special education caseloads and progress monitoring-Data gathered from teacher input forms and feedback conversations-Data gathered from parent input forms and feedback surveys/meetings-Data gathered from student surveys-Data input in schoolwide behavior tracking systems
Students from low-income families	-Classroom observations-Local assessment data including but not limited to STEP, MAP, end of module, and State assessments-Data gathered from special education caseloads and progress monitoring-Data gathered from teacher input forms and feedback conversations-Data gathered from parent input forms and feedback surveys/meetings-Data gathered from student surveys-Data input in schoolwide behavior tracking systems

**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
<b>Strategy #1</b>	Increased staffing to reduce child/staff ratios and ensure additional supports are available for students and families. Supports can include academic supports, behavioral/social emotional supports, and or family/community resource supports.

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
<b>Strategy #2</b>	Revisit instructional day to provide Increased opportunities for targeted instructional minutes and increased opportunities for social emotional learning exposures.

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
	Providing additional resources to students and families to meet demands

	Strategy Description
<b>Strategy #3</b>	and needs outside of academic day (ie: Supplies, transportation support, uniforms, childcare coverage, etc.)

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:**

Support for families to adequately return to workforce in the wake of COVID-19 and to ensure that students have access to the resources they need to engage in the instructional day consistently.

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.)

DRCS has engaged families and staff through a series of online surveys, in person 1:1 meetings, and group meeting opportunities Spring 2020-Fall 2021. Through these surveys all stakeholders have been asked to reflect on questions aligned to these three themes:• What supports/additional resources do students need to overcome the impacts of COVID-19?• What supports/additional resources do families need to overcome the impacts of COVID-19?• What supports/additional resources do staff need to overcome the impacts of COVID-19?

#### **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)**

Stakeholder input has and will continue to be reflected in DRCS' plan for ARP ESSER funds. Families will continue to be surveyed through the ARP ESSER funds use dates and plans will be adjusted as feedback evolves. School leadership has and will continue to discuss stakeholder feedback and evolving needs as the plan evolves.

#### **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)**



**Project #: 223-21-1165**  
**Agency: Deep Roots CS**  
**AUN: 126516724**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

DRCS COVID-19 coordinator, in partnership with school leadership, will lead the development of the LEA Plan for use of ARP ESSER funds. DRCS school board will approve the plan through annual budget approvals and will provide regular feedback through monthly board conversations. The plan/budget will be made available to DRCS stakeholders and PDE in alignment with all PDE in alignment with all PDE requirements.

## **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.

DRCS will provide a number of supports/programming in order to support students in overcoming the impact of learning loss during the COVID-19 pandemic. All students will be baseline MAP/STEP tested and will receive small group literacy instruction aligned with their academic levels. Special education students will be baseline assessed and then Compensatory education programming aligned with both academic and socio-emotional needs will be offered to students that have shown learning loss or additional need following the COVID-19 pandemic. K-4 Students who show initial baseline testing 1-2 grades below level on STEP will be invited to afterschool programming through Springboard Collaborative—a data and research based literacy intervention program focused on reading achievement. Students in grades K-2 will receive small group and targeted instruction through co-teaching during Math and Literacy blocks. Students in grades K-4 will receive small group and targeted instruction through co-teaching, specifically in a literacy/guided reading intervention each day. Grades 5-6 students will participate in a daily 45-60 minute “Intervention” block where students engaged in small group or online adaptive instruction targeting specific skill gaps. Students in State testing grades will further participate in a PSSA enrichment block specifically geared towards supporting with testing strategies and preparedness. Students will be STEP (reading) tested 3-4 times through the year in order to change instruction in alignment with growth over the course of the year. Students will be MAP (reading and math) tested twice per year in order to determine progress through the course of the school year. In addition to afterschool programming, DRCS seeks to run a summer learning loss program by Summer 2024. Students will be invited to participate in summer program based on end of year achievement data. All programming will be provided by DRCS staff and salaries/benefits will be funded or offset through the use of ARP monies. Additional staff have been/will be added in order to provide more intensive services and supports. All students, regardless of subgroup designations will be able to participate in a variety of intervention and support opportunities.

#### **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.

DRCS will use remaining ARP funds to provide additional supports and services to Deep Roots students, staff and families. Monies will be used to provide staff with resources and additional compensation not only for personal wellness and sustainability, but also for taking on additional responsibilities during COVID-10 pandemic. Continuity of staffing will be encouraged through retention and signing benefits. Additional money will be allocated towards repairing and replacing technology that was purchased through prior ESSER allotments, to refresh and renew PPE, cleaning, and social distancing resources, and to provide additional cleaning capacity throughout facilities. Monies will also be allocated in order to support families with resources that allow students to participate more fully and consistently in the learning environment. Resources include but are not limited to: School supplies, uniforms, transportation stipends, etc. Additional non-instructional staff have been added in order to ensure that students, staff, and families receive access to supports and resources required as a result of the COVID-19 pandemic and to address the addition of workflows and responsibilities not previously required in a school setting (ie: COVID Health and Safety Coordinator and Remote Learning Movement). Additional school partnerships will be used to provide professional development or consulting services in order to help staff navigate the impact of the COVID-19 pandemic on students, their families, and to support them in addressing ongoing social/emotional and academic challenges that have arisen following the COVID-19 pandemic. Small scale safety improvement projects including removing water fountains and replacing them with bottle fillers will be funded using ARP funds.

**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.**

	<b>ARP ESSER Allocation</b>	<b>Reservation Requirement</b>	<b>Reservation Amount (calculated on save)</b>
<b>20 Percent Reservation</b>	2,594,059	20%	518,812

**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:

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b>	Teachers and staff will engage in regular MAP/STEP testing data cycles and engage in regular student work feedback conversations. Data and conversations will be used to ensure that students are grouped based on skills and skill gaps and to ensure that students are receiving needs based targeted interventions.
<b>Opportunity to learn measures (see help text)</b>	DRCS will regularly survey staff, students, and families to ensure that stakeholders have access to the resources and supports they need to actively engage or work within the academic environments. DRCS will use a combination of 1:1 feedback gathering meetings, small group/focus group conversations, online surveys, and other information gathering structures in order to continue to understand need and respond to gaps and barriers.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	DRCS finance/budget committee will meet roughly quarterly (or more as needed in budget development cycles) in order to assess the impact of ARP/ESSER funding on staffing and long term sustainability for positions added and retained with ARP/ESSER funds. Annual budgets that to account for ARP/ESSER funding as a short term revenue source will be developed. DRCS will implement strategies to mitigate the impact of eventual lost revenue.
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	After school, compensatory education and summer programs enrollment and attendance will be taken and regularly monitored. Academic progress data for students enrolled in these programs will be regularly assessed and compared to students who are not enrolled in programs or who attend programs less frequently. As students reach appropriate academic levels they may be exited from intervention based programs.

**Section: Narratives - ARP ESSER Assurances**

**ARP ESSER Fund Assurances**

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



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



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

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



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

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



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



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



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



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



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

Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA<sup>1</sup>. 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.

<sup>1</sup>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**

\$2,594,059.00

**Allocation**

\$2,594,059.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$102,000.00	Salary for Classroom Assistant
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$30,170.00	Benefits for Classroom Assistant
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$75,000.00	Salaries for Building Substitutes
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$18,750.00	Benefits for Building Substitutes
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$250,000.00	Springboard Afterschool Program (learning loss)
1100 - REGULAR PROGRAMS – ELEMENTARY /	100 - Salaries	\$23,333.00	After School Staff Pay (learning loss)

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Function	Object	Amount	Description
SECONDARY			
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$20,000.00	Uniform and school supply vouchers for families
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$45,000.00	Staff absence coverage reimbursement
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$521,926.00	Salaries for 8 Teachers (revenue loss)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$60,866.00	Benefits for 8 Teachers (revenue loss)
		<b>\$1,147,045.00</b>	

**Section: Budget - Support and Non-Instructional Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$2,594,059.00

**Allocation**

\$2,594,059.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$58,000.00	Salary for Social Worker
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$18,460.00	Benefits for Social Worker
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$63,517.00	Salary for Operations Manager
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$16,356.00	Benefits for Operations Manager
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$116,699.00	Salary for School Principal
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$21,430.00	Benefits for School Principal
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$75,000.00	Salary for Interventionist

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Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$18,750.00	Benefits for Interventionist
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$108,181.00	1/3 of Salary for COO for COVID Coordinator Duties
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$19,407.00	1/3 of Benefits for COO for COVID Coordinator Duties
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$176,250.00	10% of Salaries for 15 3rd, 4th, 5th, 6th, Enrichment, and Special Education Teachers Leading Social Emotional Learning Student Choice Clubs (learning loss)
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$58,750.00	10% of Benefits for 15 3rd, 4th, 5th, 6th, Enrichment, and Special Education Teachers Leading Social Emotional Learning Student Choice Clubs (learning loss)
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$60,000.00	10% of Salaries for 10 4th, 5th, and Special Education Teachers Leading Intervention Block for Learning Loss (learning loss)
			10% of Benefits for 10

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<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$20,000.00	4th, 5th, and Special Education Teachers Leading Intervention Block for Learning Loss (learning loss)
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$60,000.00	Leader and instructional coaching and professional development through outside organization (Likely Skyrocket Education)
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$75,000.00	Professional Development from LiberatED
2200 - Staff Support Services	100 - Salaries	\$120,000.00	Staff sustainability and wellness reimbursements
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$100,000.00	Additional Team Clean Janitorial Staffing
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$100,000.00	Technology refresh and repair during
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$35,000.00	License and access fees for online platforms required as a result of COVID-19
2400 - Health Support Services	600 - Supplies	\$46,214.00	Health & Safety Supplies
2700 - Student Transportation	500 - Other Purchased Services	\$40,000.00	Parent travel reimbursement for students attending afterschool/summer programming and

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Function	Object	Amount	Description
			inconsistent/alternative Special Education Busing (Cab Service)
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$10,000.00	Water fountain replacement to bottle fillers
2200 - Staff Support Services	100 - Salaries	\$30,000.00	Staff Stipends for extra COVID responsibilities and retention
		<b>\$1,447,014.00</b>	



**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	\$767,259.00	\$109,786.00	\$250,000.00	\$0.00	\$0.00	\$20,000.00	\$0.00	\$1,147,045.00
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	\$657,647.00	\$173,153.00	\$100,000.00	\$0.00	\$0.00	\$35,000.00	\$0.00	\$965,800.00
2200 Staff Support Services	\$150,000.00	\$0.00	\$135,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$285,000.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$46,214.00	\$0.00	\$46,214.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$110,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$110,000.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$40,000.00	\$0.00	\$0.00	\$40,000.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>\$1,574,906.00</b>	<b>\$282,939.00</b>	<b>\$595,000.00</b>	<b>\$0.00</b>	<b>\$40,000.00</b>	<b>\$101,214.00</b>	<b>\$0.00</b>	<b>\$2,594,059.00</b>

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$2,594,059.00