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	Members of the MTSS Team at Sylvan Heights compile, review, and analyze student academic data (i.e. beginning, mid, and end of year benchmark assessments in reading and math, year-end reports from core and supplemental curricular online assessment programs, etc.) across multiple academic years from SY 2018-2019 to present to understand the impact of lost instructional time on our students.
Chronic Absenteeism	At Sylvan Heights the School Counselor/ Attendance Officer, collaborates with the Pupil Services Coordinator to compile, review, and analyze student attendance reports, behavioral, and SEL data across multiple academic years from SY 2018-2019 to present to understand the impact of COVID-19 mitigation efforts on chronic absenteeism; analysis of chronic absenteeism data is shared with the MTSS Team to explore correlations between COVID-19 related chronic absenteeism, student academic, and SEL status.
Student Engagement	Members of the MTSS Team at Sylvan Heights compile, review, and analyze student academic, attendance, behavioral, Student Risk Screening Scale (SRSS), and SEL data across multiple academic years from SY 2018-2019 to present to understand the impact of COVID-19 mitigation efforts on student engagement.
Social-emotional Well-being	Sylvan Heights MTSS team, in collaboration with the School Counselor and contracted Licensed Social Worker, examines student attendance, behavioral, Student Risk Screening Scale, and SEL data across multiple academic years from SY 2018-2019 to present to understand the impact of COVID-19 mitigation efforts on student social-emotional well-being.
Other Indicators	

Documenting Disproportionate Impacts

2. Identify **at least three student** groups in the LEA that faced particularly significant impacts from the pandemic. For each, provide specific strategies that were used or will be used to identify and measure impacts.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	The MTSS team at Sylvan Heights will compare

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	student data (i.e. academic, behavioral, student attendance, service referrals to the school counselor/ social worker, etc.) across multiple school years to determine program impact on student learning and well-being. The School uses Acadience benchmark assessments in reading and math (beginning, mid, end-of-year), intervention-based progress monitoring tools, and universal screening tools to identify and measure impacts of interruption of instructional time and interventions provided by the school. The School Counselor/ Attendance Officer identifies students with school attendance challenges; Student Attendance Improvement Plans (SAIP) are developed and updated in consultation with the affected families to address barriers in order to improve the child's school attendance.
Students experiencing homelessness	The MTSS team at Sylvan Heights will compare student data (i.e. academic, behavioral, student attendance, service referrals to the school counselor/ social worker, etc.) across multiple school years to determine program impact on student learning and well-being. Students experiencing homelessness for which MTSS data supports a need for intervention programs will be prioritized for the interventions and progress monitoring.
English learners	Sylvan Heights uses WIDA (access testing) to determine level of English proficiency at the onset of enrollment (if not previously enrolled at the School). Data from SY 2019-2020 and 2020-2021 suggests that enrolled ELL students have not made the expected growth due to the interruption of in-person instruction due to the COVID-19 pandemic. The interruption of in-person learning opportunities resulted in a lack of student opportunities to hear and participate in conversational English during the course of the school day. ELL student language rogress will be monitored using Acadience data, progress

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	monitoring, and WIDA.
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	The MTSS team at Sylvan Heights will compare student data (i.e. academic, behavioral, student attendance, service referrals to the school counselor/ social worker, etc.) across multiple school years to determine program impact on the learning and well-being of students who have been identified as having a disability and/ or are eligible for services under IDEA. Students who have been identified as such will be encouraged to participate in interventions which address areas identified in the student's IEP or 504 plan.

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	Sylvan Heights has purchased new 95% Group Phonics and Phonemic Awareness core and supplemental reading resources. These hard copy and digital resources have been used during in-person and remote learning to address reading (and pre-reading) deficits which have resulted from lost instructional time due to COVID-19. Students who maintain high rates of attendance and participation in skills-based phonics/ phonemic awareness small group sessions are experiencing positive growth in targeted reading skills.

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

☑ **Academic impact of lost instructional time**

☐ **Chronic absenteeism**

☑ **Student engagement**

☐ **Social-emotional well-being**

☐ **Other impact**

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

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

☑ **Students from low-income families**

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

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

☑ **English learners**

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

☐ **Students experiencing homelessness**

☐ **Children and youth in foster care**

☐ **Migrant students**

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

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

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	Beginning with SY 2021-2022, Sylvan Heights has contracted the services of a Licensed Social Worker (LSW) for 20 hours per week to assist the school counselor, administrators, and instrucitonal staff in addressing the wide range of social and emotional needs that our students are experiencing due to COVID-19. The school has not previously contracted for these services; as our students' SEL needs are greater than anticipated, we plan to use ARP ESSER funds to support addidtional LSW time and/ or services to help meet these needs.

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.)

Sylvan Heights has begun the process of meaningful consultation with stakeholder groups which include, but are not limited to students; families; school leaders; MTSS and SAP teams; teachers; school staff; and contracted staff who serve our students receiving EL and Special Education, speech, OT, and social work. Our process of stakeholder engagement will be ongoing throughout the course of the program and funding period; methods may include, but not be limited to surveys (bi-lingual), stakeholder meetings (virtual and in-person), Family Engagement Meetings (virtual and in-person), interviews, focus groups, etc.

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)**

Sylvan Heights has engaged internal and external stakeholders in the development of our Plan for the use of ARP ESSER funds in multiple ways. Proposed program information has been shared with the families of current students as agenda items with opportunity for input during in-person, virtual and hybrid family engagement events (i.e. Back-to-School Nights, Family Advisory Committee and Quarterly Title I Family Engagement meetings, etc.). Family engagement event details are promoted via tangible (bi-lingual fliers sent home with students) and digital methods (posts to the School's ClassDojo and website). Additionally, the School has solicited public input and provided information regarding the LEAs Plan for the Use of ARP ESSER Funds during Board of Trustees meetings and the Board's Finance and Facilities Committee meetings.

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)**

Sylvan Heights Science CS's Plan for the Use of ARP ESSER Funds will be made publicly available on the School's website (shscs.org) and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding by Sylvan Heights. The Plan will be provided in a language that parents/caregivers can understand, and will be provided in alternate format upon request by a parent/caregiver who is an individual with a disability.

Section: Narratives - Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

Section III: Using ARP ESSER Funds to Plan for Safe, In-Person Instruction

In this third section, LEAs are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the LEA plan for the use of ARP ESSER funds , beginning with the minimum 20 percent reservation, to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

Instructions: For both (a) the 20 percent reservation to address the impact of lost instructional time and (b) remaining funds, describe the LEA's principles for emphasizing educational equity in expending ARP ESSER funds, including but not limited to:

- Responding to students' academic, social, emotional, and mental health needs, and addressing opportunity gaps that existed before—and were exacerbated by—the pandemic.
- Allocating funding to individual schools and for LEA-wide activities based on student need.
- Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.
- Taking steps to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the ARP ESSER-supported program, in compliance with the requirements of section 427 of GEPA (20 U.S.C. 1228a).
- Attending to sustainability of plans supported by non-recurring ARP ESSER funds beyond the ARP ESSER funding period.

7. Plan for 20 percent Reservation to Address the Impact of Lost Instructional Time (Learning Loss)

How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs? **(3,000 characters max)**

The response must include:

a. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the LEA has selected, and how the LEA will evaluate the impact of those interventions on an ongoing basis to determine effectiveness.
b. How the evidence-based interventions will specifically address the needs of student groups most disproportionately impacted.
c. The extent to which the LEA will use funds it reserves to identify, engage, and support (1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and (2) students who did not consistently participate in remote instruction when offered during school building closures.

Sylvan Heights plans to use the funds that it reserves to address the impact of lost instructional time through evidence-based interventions during the school day delivered by Instructional Support Teachers and through "out of school time" (after-school and summer) learning and enrichment programs which supplement and complement the School's core curriculum. To identify and prioritize the students with the highest level of need (academic and/ or social-emotional) resulting from COVID-19 educational program disruptions, Sylvan Heights MTSS team will review school-wide data sources (i.e. academic performance, SWIS, attendance, school counselor/ social worker referrals, etc.) to identify and prioritize students who have been most impacted by COVID-19 interruptions in educational services. Additionally, students who did not consistently participate in remote instruction and/ or were chronically absent during the 2019-2020 and 2020-2021 school years will be identified and prioritized for program participation. Students identified for in-school intervention programs will receive intensive small-group instruction provided by Instructional Support Teachers using evidence-based interventions in ELA and/ or math. The Instructional Support Teacher positions were created in response to MTSS data related to the academic needs of our students resulting from COVID-19. These interventions are are supplemental to the core curriculum and designed to address learning loss resulting from disruptions in educational programs resulting from the COVID-19 pandemic. The School's MTSS data from the 2020-2021 and 2021-2022 school years suggests that students in the primary grades (K-1) would benefit from additional supports throughout the school day as student school readiness indicators, particularly SEL and academic, are significantly lower than pre-pandemic levels. Instructional Assistants have been hired to provide additional instructional assistance throughout the regular school day.Many of the families at Sylvan Heights rely on school-provided transportation; to ensure equitable opportunities for educational program participation, Sylvan Heights proposes the use of funds to support transportation for program participants - one-way transportation (school to home) would be provided for after school programs and round trip (home to school to home) transportation for summer programs.The School will utilize the MTSS data in order to designed to after-school and summer programs which address the unique needs of students identified and target areas of academic skills/ content and social-emotional learning that was disrupted due to COVID-19. In order to maintain continuity of all School programs and intervention strategies, current instructional staff will be granted priority to deliver after-school and summer programs.

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.

Sylvan Heights proposes to use ARP ESSER funds to support the continuity of the School's educational program using a multi-pronged approach – upgrade of technology used by non-instructional and support staff in order to continue operations of the School both onsite or remotely; hiring of an additional full-time building substitute teacher to provide substitute coverage and support due to COVID-19 related staffing shortages; purchase of individual "at-home" student learning supplies; and schoolwide subscriptions to digital tools for delivery/ participation in the School's in-person, hybrid, and remote educational program (i.e. Google Workspace for Education; Securely, Single Sign-on solution; supplemental instructional apps, etc.).In order to provide equitable access to instruction, Sylvan Heights plans to utilize ARP ESSER funds to upgrade of technology (i.e. laptops, iPads, external speakers, screen protectors, etc.) used by instructional staff to meet the increased technological capacities required in order to plan and implement instruction as a result of changes in instructional delivery mechanisms due to COVID-19. Funds will also be used to provide hot spots for use by students and staff during times of remote/ hybrid learning in order to maintain continued delivery of the School's educational programs.Sylvan Heights plans to use ARP ESSER funding to mitigate COVID-19 health and safety concerns as per our approved School Health and Safety Plan. Proposed strategies include, but are not limited to: support the hiring of a full-time Building Aide to assist in the implementation of the School's Health and Safety plan; purchase of cleaning/ disinfection solutions/ supplies/ materials to mitigate the transmission of COVID-19 (i.e. disinfection solutions/ wipes, towels, paper towels, tri-fold partitions for student desks, etc.); items to support social distancing of students and staff (i.e. individual student desks and chairs to replace student tables and chairs which are too small to be used with desks; purchase of additional lunch tables, signs/ decals/ materials to indicate appropriate distances on walls and/ or flooring surfaces, etc.); purchase of additional individual student supplies instructional and non-instructional in excess of what would otherwise be purchased due to inability to share supplies; support supplemental contracts for cleaning, nursing, and receptionist service associated with the increased level of summer programs offered by the School to address learning loss due to COVID-19 within the School.Facilities improvement (repair/ improvement of school facilities to reduce risk of virus transmission): Sylvan Heights proposes to use ARP ESSER funds to mitigate the transmission of COVID-19 in support of the School's Health Safety Plan. Efforts may include, but are not limited to providing staff stipends for working outside of contracted time to repurpose and reorganize supplies/ equipment within various spaces to create small group instructional areas, improve the safe functionality of the receptionist area, streamline the storage of supplies, purchase and installation of a deeper double-bowl sink in the prep kitchen, and purchase and installation of additional (2) interior CCTV cameras to to provide additional data to support COVID-19 health and safety efforts.

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

Please verify consultation of the Evidence Resource Center in developing the LEA Plan for the Use of ARP ESSER Funds and provide a justification for any intervention that is not supported by tier 1, 2, 3, or 4 evidence. If the LEA does not include a school with a CSI or ATSI designation, indicate "Not Applicable." **(3,000 characters max)**

Not Applicable

10. 20% Reservation Calculation

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

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	1,281,580	20%	256,316

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	The School's MTSS team will review student data on a monthly basis (i.e. acadmic, attendance, behavioral, and referral for services to School Counselor/ Licensed Social Worker) to determine interventions to address the impact of lost instructional time during the COVID-19 pandemic and to monitor student progress towards goals identified for improvement.
Opportunity to learn measures (see help text)	The School planned use of ARP ESESR funds to support the continuity of access to the School's educational program through remote, hybrid, and in-person instruction in response to COVID-19. Upgrades to technology devices for instructional staff, platforms and programs to access/ deliver core and supplemental instruction will allow staff to plan and deliver the School's educational program regardless of the delivery method necessary in response to COVID-19 mitigation efforts. Data collected by staff (i.e. Instructional Support Teacher (Technology), Tech Support Helpdesk, classroom teacher, School Counselor/ Attendance Officer, etc.) will be reviewed throughout periods of remote/ hybrid learning to identify, address, and minimize barriers in students' opportunity to learn. Staff will use data from parent and instructional staff surveys to develop and deliver technology tutorials and training (i.e. digital and hard-copy tutorials in English/ Spanish, live web-based technology training sessions, small group and/ or 1:1 face-to-face training, etc.) for use by students, families, and staff to participate in the School's educational program to the fullest extent possible.
	Due to needs which arose as a result of the COVID-19 pandemic, Sylvan Heights Science Charter School used ARP ESSER funds to support the creation and/ or expansion of the positions listed below. Data associated with positions will be collected and analyzed to determine impact on the School's Health and Safey Plan and Safe Return to In-Person Learning.- Instructional Support Teachers (3 FTEs) to provide ELA and/ or math interventions- Instructional Support Teacher - Technology (1 FTE) to support student, family, and staff in the appropriate, effective, and efficient

	Data Collection and Analysis Plan (including plan to disaggregate data)
Jobs created and retained (by number of FTEs and position type) (see help text)	use of technology during remote, hybrid, and in-person instruction; provides direct support and professional development to instructional staff in the use of digital platforms necessary to deliver instruction during the COVID-19 pandemic- Instructional Assistants, primary grades (1 FTE) to provide additional support to students enrolled in primary grades who have limited/ no prior school experience and increased social-emotional needs as a result of the COVID-19 pandemic - Building Substitute teacher (1 FTE) ARP ESSER funds will support the hiring of an additional Building Substitute Teacher to ensure continuity of instructional programs during the COVID-19 pandemic (necessary due to increased staff absences resulting from COVID-19 health and safety mitigation efforts)- Health and Physical Education Teacher (0.5 FTE) position was expanded from part-time to full-time in response to health screening data during SY 2020-2021 which revealed significant increase in student obesity rates during the COVID-19 pandemic; exapnsion of hours will result increased weekly physical and health instruction for all students- Federal Programs Documents Coordinator (0.75 FTE) position created to assist the STEM/ Federal Programs Coordinator with the increased documentation requirements due to COVID-19 related funding- Pupil Services Assistant (0.5 FTE) position was created to assist the Pupil Services Coordinator with the increased paperwork resulting from COVID-19 health and safety mitigation efforts and increased absences associated with COVID-19.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	The School's MTSS team will identify students for participation in intervention and enrichment programs funded by ARP ESSER resources to address the impact of COVID-19 on student academic progress . At regular intervals (no less than once every intervention cycle), the MTSS team will review student progress towards identified goals to determine "next steps" for identified students. As students meet their individual goals as determined by the MTSS team, students will matriculate out of the program and the next cohort of students identified for interventions will begin receiving services.

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

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

☑

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

☑

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

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

☑

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

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

☑

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

☑

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

☑

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

☑

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

☑

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

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

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

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

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

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

☑

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

☑

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

☑

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

☑

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

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

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

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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

$1,281,580.00

Allocation

$1,281,580.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$180,000.00	Support salaries of additional Instructional Support staff to provide interventions designed to address Learning Loss due to COVID-19 during the regular instructional day. Instructional Support Teachers (new positions to respond to COVID-19 Learning Loss) to target learning loss in math and ELA (3); Instructional Support Assistants - primary grades (SY2022-2023; 2023-2024).
			Support the salary for an Instructional Support Teacher for Technology to provide interventions to students during the regular instructional day designed to address technology

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$150,000.00	skill deficits and Learning Loss resulting from COVID-19. The Instructional Support Teacher for technology will also support teachers, support staff, students, and families in skill acquisition in the use of school-issued devices to access the school's educational program via digital tools (i.e. Google Classroom, Google Meet, all instructional apps, etc.) regardless of the physical location of students and staff (SY 2021-2022; 2022-2023; 2023-2024).
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$70,500.00	Support 50% of the salary of the Health and Physical Education Teacher - previously a part-time position. Increase of hours due to increased student need for physical activity (increased levels of student obesity rates) and health instruction due to COVID-19 (SY 2021-2022; 2022-2023; 2023-2024).
			Support the hiring of an additional Building Substitute Teacher to provide additional

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$103,168.00	staffing support to enable continuity of instruction/ interventions to prevent additional learning loss resulting from the COVID-19 pandemic (SY 2021-22; 2022-23; 2023-2024).
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$15,404.00	Support partial benefits of additional Instructional Support staff to provide interventions designed to address Learning Loss due to COVID-19 during the school day. Instructional Support Teachers to target learning loss in math and ELA; Instructional Support Assistants - primary grades.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$4,427.00	Support partial benefits (50%) of the Health and Physical Education Teacher - previously a part-time position. Increase of hours due to increased student need for physical activity (increased levels of student obesity rates) and health instruction due to COVID-19.
			Support benefits for

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$8,233.00	the additional Building Substitute Teacher in response to increased staffing coverage needed resulting from COVID-19.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$19,500.00	Purchase of replacement or inital technology items (i.e. laptops, hotspots, iPads, etc.) for use by instructional/ instructional support staff to provide equitable access to the School's educational programming.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$7,930.00	Replacement or initial purchase of furniture for use in instructional spaces to address health/ safety concerns associated with COVID-19. Purchases may include, but not be limited to replacement of student desks and chairs in kindergarten to accommodate social distancing and storage furniture.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$13,985.00	Support partial benefits for the Instructional Support Teacher for Technology to provide interventions designed to address Learning Loss due to COVID-19 during the school day.

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$6,000.00	At home and in-person student school supplies for individual use to address health and safety concerns due to COVID-19.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$100,000.00	Stipends for instructional staff to plan, deliver, and evalutate effectiveness of "out of school time" (summer/ after school) educational programs to address learning loss and disruption of the School's educational program resulting from COVID-19. Out of school time programs may include, but not be limited to tutoring, enrichment, social-emotional and mental well-being, etc. and will support identified areas areas of need resulting from COVID-19 disruptions in the School's educational program.
			Supplies and resources to support out of school time (after school + summer) programming to address student learning loss and/ or

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$66,316.00	provide enrichment experiences which support student academic and/ or SEL growth. Program design will support academic and SEL areas identified by MTSS team as being of greatest impact on students due to COVID-19 pandemic.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	$60,734.00	Transportation for out of school programming designed to mitigate the learning loss associated with interruptions in in-person instruction during the COVID-19 health crisis. Transportation will consist of one way transportation (school to home) for after school program participants and round trip transportation for summer program participants (Summer 2022 - Aug 2024).
			Support for schoolwide subscriptions to platforms neccessary for students and staff to fully participate in the School's educational programs during on-site, hybrid, and remote instruction to mitigate learning loss due to COVID-19 interruptions in

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$9,200.00	education. Platforms will support the School's Continuity of Education Plan by providing digital access to core and supplemental instruction/ curricular resources for both students and staff during synchronous and asynchronous instruction. Resources may include, but are not be limited to Google Workspace for Education, Securely, First in Math, DreamBox, Imagine Learning, etc.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	$900.00	Assembly of desks purchased for kindergarten classrooms (2) due to COVID-19 health and safety protocols.
		$816,297.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

$1,281,580.00

Allocation

$1,281,580.00

Budget Over(Under) Allocation

$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2600 - Operation and Maintenance	100 - Salaries	$8,100.00	Stipends for staff to reorganize supplies/ repurposed spaces and plan for return to full in-person instruction to meet COVID-19 health and safety guidelines (June 2021 - August 2024); time is outside of normal contract.
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	$131,250.00	Salary support for Documents Clerk and Pupil Services Assistant (new positions) to assist with the increased paperwork requirements associated with implementation and reporting due to COVID-19 programmatic inititatives (SY 2021-2022; 2022-2023; 2023-2024).

Function	Object	Amount	Description
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	$11,278.00	Support for benefits for the Document Clerk (75%), Pupil Services Assistant (50%).
2200 - Staff Support Services	600 - Supplies	$12,500.00	Upgrade technology devices for non-instructional staff members to support the operation of the school to prepare for, prevent and respond to COVID-19 (i.e. laptops, iPads, Logitech rugged cases, Apple Care, screen protectors, hot spots, etc.).
2600 - Operation and Maintenance	100 - Salaries	$18,180.00	Salary/ stipend for non-instructional support staff to perform duties during after school and summer programs designed to address COVID-19 learning loss. Support staff duties during summer and/ or after school programs may include, but not be limited to, clerical assistance, building aide duties, data review, and program coordination.
2600 - Operation and Maintenance	700 - Property	$2,226.00	Purchase and installation of additional CCTV equipment to address high- traffic/ low CCTV viewing capabilities to

Function	Object	Amount	Description
			assist in the prevention of COVID-19 (i.e. contact tracing and social distancing).
2600 - Operation and Maintenance	600 - Supplies	$13,000.00	Health and safety supplies (i.e. cleaning and disinfection solutions and supplies, face masks, signage, social distancing supplies, etc.) to prevent the spread of COVID-19.
2600 - Operation and Maintenance	600 - Supplies	$10,000.00	Initial purchase and/ or replacement of furniture in non-instructional spaces to support the School's Health and Safety Plan in the prevention of COVID-19. Purchases may include, but not be limited to, lunch tables, storage cabinets, etc.
2000 - SUPPORT SERVICES	100 - Salaries	$76,500.00	Salary support for hiring of Building Aides to assist with the facilitation of COVID-19 mitigation efforts in accordance witht the School's approved Health and Safety Plan (SY 2021-2022; 2022-2023; 2023-2024).
			Support for partial benefits of the Building Aides to assist with the

Function	Object	Amount	Description
2000 - SUPPORT SERVICES	200 - Benefits	$4,369.00	facilitation of COVID-19 mitigation efforts in accordance with the School's approved Health and Safety Plan.
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	$148,580.00	Contracted Licensed Social Worker services to provide social, emotional, and mental health support to students experiencing trauma resulting from the COVID-19 pandemic.
2600 - Operation and Maintenance	400 - Purchased Property Services	$13,000.00	Support supplemental cleaning contract for cleaning/ disinfection of spaces used during summer programming (those programs which address learning loss due to COVID-19); support will reflect those services in excess of summer 2021 services where only ESY program was offered.
2400 - Health Support Services	300 - Purchased Professional and Technical Services	$11,500.00	Supplemental Nursing Service to support summer COVID-19 learning loss programs; support will reflect those services in excess of summer 2021 services where only ESY program was offered.
			Supplemental refuse

Function	Object	Amount	Description
2600 - Operation and Maintenance	400 - Purchased Property Services	$4,500.00	services to support summer COVID-19 learning loss programs; support will reflect those services in excess of summer 2021 services where only ESY program was offered.
2300 - SUPPORT SERVICES – ADMINISTRATION	600 - Supplies	$300.00	Office supplies necessary for tracking the LEAs response to COVID-19; these supplies are in excess of what the School historically has used.
		$465,283.00	

Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	$603,668.00	$42,049.00	$9,200.00	$0.00	$61,634.00	$99,746.00	$0.00	$816,297.00
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	$76,500.00	$4,369.00	$0.00	$0.00	$0.00	$0.00	$0.00	$80,869.00
2100 SUPPORT SERVICES – STUDENTS	$0.00	$0.00	$148,580.00	$0.00	$0.00	$0.00	$0.00	$148,580.00
2200 Staff Support	$0.00	$0.00	$0.00	$0.00	$0.00	$12,500.00	$0.00	$12,500.00

	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
Services								
2300 SUPPORT SERVICES – ADMINISTRATION	$131,250.00	$11,278.00	$0.00	$0.00	$0.00	$300.00	$0.00	$142,828.00
2400 Health Support Services	$0.00	$0.00	$11,500.00	$0.00	$0.00	$0.00	$0.00	$11,500.00
2500 Business Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2600 Operation and Maintenance	$26,280.00	$0.00	$0.00	$17,500.00	$0.00	$23,000.00	$2,226.00	$69,006.00
2700 Student Transportation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2800 Central Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3100 Food Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3200 Student Activities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3300 Community Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

	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
	$837,698.00	$57,696.00	$169,280.00	$17,500.00	$61,634.00	$135,546.00	$2,226.00	$1,281,580.00

Approved Indirect Cost/Operational Rate: 0.0000	$0.00
Final	$1,281,580.00