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	Across the Belmont Charter Network, we use Renaissance Star Testing. This year we added in the Star-CBMs. These measures have helped us to identify areas to intervene in.We have also added the Eureka Equip assessment in Math for 1st-8th grades. This assessment helps us to identify pre-requisite skills that may be missing for students prior to a new unit in Math.The Network continues to use the Fountas and Pinnell Benchmark Assessment System for students in grades K-5. This year we added in new pieces of this assessment system so that we could dig deeper to reveal areas of loss.
Chronic Absenteeism	We have a truancy team at each school site composed of members of the school leadership team, operations team, and our family support services team that analyzes attendance data and identifies students experiencing chronic absenteeism to then enter our truancy case management. One of the first steps in the case management process is outreach to familiesto identify reasons for the truancy. In addition to using this information to create an attendance plan for the individual student, the data is also used to identify trends across our schools and intervention strategiesto support all students.Returning to in-person learning this year, we have seen an increase in our truancy rates and are in the process of creating a dedicated Attendance, Truancy and Intervention team to increase supports to our truant students.
Student Engagement	We are committed to completing monthly walkthrough classroom observations to collect data on student engagement in classrooms. Coaches and supervisors also address student engagement in their weekly/bi-weekly coaching meetings with teachers.Additionally, we can use Nearpod Usage Statistics, Seesaw analytics, Common Lit analytics, etc. to see how students are engaging in lessons that are completed on these platforms.
Social-emotional Well-being	For any new family to Belmont Charter Network, our Family Support Services team does a family intake which includes a brief bio-psych-social evaluation,assessing areas including medication, diagnosis, trauma, outside services, whether the family is in need of service, residential trouble to identify any supports the family needs. Based off of that intake assessment and needs identified, we provide or meet services with outside agencies.At the school, our FSS team provides brief one-on-one counseling based off of grief loss/ anger management, academic need or other areas identified as a direct request from parent, student, request from teacher/staff, or FSS. It ties into our MTSS process and the supports

	Methods Used to Understand Each Type of Impact
	received are coordinated depending on intensity of situation.
Other Indicators	Across the Belmont Charter Network, we use Renaissance Star Testing. This year we added in the Star-CBMs. These measures have helped us to identify areas to intervene in.We have also added the Eureka Equip assessment in Math for 1st-8th grades. This assessment helps us to identify pre-requisite skills that may be missing for students prior to a new unit in Math.The Network continues to use the Fountas and Pinnell Benchmark Assessment System for students in grades K-5. This year we added in new pieces of this assessment system so that we could dig deeper to reveal areas of loss.

Documenting Disproportionate Impacts

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

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	We are using Performance Matters to disaggregate data from local assessments to identify and measure impacts of different subgroups.
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	We are using Performance Matters to disaggregate data from local assessments to identify and measure impacts.We also identify students who need more support through our MTSS process.
Students experiencing homelessness	Our McKinney Vento Liaisons actively send out surveys three times/year to identify families experiencing homelessness. Additionally, they conduct MV training with staff so they can better identify students who may be experiencing homelessness and host a monthly outreach campaign with resources for families and facilitating resource fairs with a hyper-focus on housing supports. The MV Liaisons also conduct family intake surveys when we get new families and ask about housing situations.

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	We are using Performance Matters to disaggregate data from local assessments to identify and measure impacts.We also identify students who need more support through our MTSS process.

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	Math intervention: Utilizing math specialists to support students in small groups which will increase math proficiency in standardized testing and address learning gaps identified through assessment measures.

   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.**

Students are identified for groups based on their performance on local assessments. Students are grouped according to their need and the group focuses on developing students in specific areas to addre

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	Increase Truancy Supports: Before COVID, we were focusing on improving attendance outcomes for our truant students and were having the most success when we were able to provide consistent case management to a student and family that consisted of initial assessment as to root causes of attendance issues, building relationship with the student and families, setting attendance plans, and then holding regular, consistent check-ins with the students. This was hard to do consistently for all students as the school-based truancy team was comprised of individuals with other primary responsibilities. Returning to in-person learning this year, we have seen an increase in our truancy rates and are in the process of creating a dedicated Attendance, Truancy and Intervention team to increase supports for our truant students.

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	Out of School Time Programming including:? After school tutoring that targets students based on addressing learning gaps? Social programming that offers students opportunities to connect to classmates and engage in preferred activities? Sports teams that offer students opportunities to connect to classmates, learn self-care strategies, and participate in preferred activities

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:**

Students are identified for groups based on their performance on local assessments. Students are grouped according to their need and the group focuses on developing students in specific areas to addre

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

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

4. Stakeholder Engagement

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

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

The Belmont Charter Network began the planning for ARP ESSER funding in the spring of 2021, shortly after the funding allotment was announced. We underwent a strategic planning process to gather input from schools, network teams (HR, IT, Family Support, Academics, Special Education, families and our board of directions) led by our Chief Operating Officer and Compliance Manager.The Network Planning Team met weekly to determine the strategic planning process for utilizing ESSER funds and then engaged the broader community of stakeholders. Members of the Extended Leadership Team, school leadership teams, and school-based staff were all invited to submit ideas through an ARP ESSER Initiative Form.As a Title I school, we already host bi-annual meetings with Title I funding updates, fund usage and offer opportunities for feedback. We incorporated ESSER funding in our Spring 2021 meeting and provided families opportunities to submit feedback.A board presentation was given that summarized the focus area initiatives at the end of our strategic planning process.

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)**

As shared in question 4, Belmont began the planning for ARP ESSER funding in the spring of 2021, shortly after the funding allotment was announced. We underwent a strategic planning process to gather input from schools, network teams (HR, IT, Family Support, Academics, Special Education, families and our board of directions) led by our Chief Operating Officer and Compliance Manager.The Network Planning Team met weekly to determine the strategic

planning process for utilizing ESSER funds and then engaged the broader community of stakeholders. Members of the Extended Leadership Team, school leadership teams, and school-based staff were all invited to submit ideas through an ARP ESSER Initiative Form. In addition to above (input) Post plan on website request commentary, board meetingThe Extended leadership team received monthly updates on the progress of the strategic planning process. After initial ideas were submitted by staff, the extended leadership team engaged in an ARP ESSER planning retreat to review idea submission in alignment with our network priorities and 5 year vision.From there, the initial budget was created and shared with ELT and the board of directors for feedback. Once approved, the plan will be posted on our website and families will be invited to submit input on the various initiatives.

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)**

Once approved, we will use the outcome of the strategic planning process and this application to generate a plan that will be posted on our school website. Utilizing ParentSquare, our family communication tool, we will publicize the plan to all of our families and invite feedback via a simple survey following the same practice we utilize for feedback on our Title I programming. Anyone interested in reviewing our plan that is unable to access via our website will be provided an alternate format or invited to set up a meeting at the school to discuss the plan.

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.

Interventionist expansiona. Adding more interventionists to our school's programming will allow the schools to provide more intensive Tier 2 and Tier 3 supports in Math and ELA for our students. Students will receive tutoring in small groups or 1:1.b. The groupings for these interventions will be based on the local assessments. Students will be grouped based on their learning gaps as identified by Renaissance Star testing, Fountas and Pinnell Benchmark Assessment System, etc.c. Student growth will be monitored by interventionists to ensure fluidity of groups: i.e. students moving into Tier 3 supports or Tier 2 supports.Revamp of our Multi-tiered System for Student Supports (MTSS) process:Our current MTSS process, while it exists, is not able to meet the high demand we have of students who are in need of tier 1, 2 and 3 interventions. By hiring a MTSS consultant for a year with expertise in data, we would revise our program to enable us to enroll all students in MTSS and place them in predetermined categories with a specific intervention and growth plan, short term and long term. This would include goal setting and progress monitoring. Interventions in class and pull out. Individual Learning plans would be created for each student after data analysis and progress would be evaluated during MTSS meetings.Maintaining current school budgets for curriculum, books, professional development offerings, and technology platforms and hardware to support digital learning: Our district is predicting a decrease in per-pupil funding for charter schools over the next few years. In an effort to proactively ensure we can maintain the same level of programming through our curriculum and book purchases, staff professional development offering and newly acquired technology platforms, we will be earmarking a percentage of our budget line items in these areas to avoid having to make cuts here over the next few years.

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.

Our remaining funds will be focused in three areas--creating an internal Teacher Pipeline Development program, making much needed facilities improvements and furniture purchases,

and to offset cuts to staffing in the face of the predicted decrease in funding for charter schools over the next few years.Teacher Pipeline Development Program: Belmont, like schools and districts across the nation, are experiencing a teacher shortage and are actively working to improve the diversity of our teaching staff. We currently have employees working in other support roles that are interested in pursuing a teaching career, and are incredibly strong members of our school community, but do not have the necessary credentials or certifications to become teachers. We will utilize ESSER funds to create The "Entry Point" Teacher Residency Program to ensure that these members of our community have the opportunity to grow into teaching positions and are not held back by certification or schooling through identifying external higher education partners to provide the proper educational track needed, investing in the staff member, and offering additional support through coaching the Teacher Residents, no matter where they are entering in the certification process. We will first prioritize the selection of staff already working in our buildings that have identified values aligned with Belmont teachers. The program will be led by a Director of Talent and coordinate with school-based staff, network Academics team and external certification partners.Facilities improvements and furniture purchasing: We will be focusing on two desperately needed facilities improvements for our elementary and middle school--repairing the large sinkholes in our school yard and repaving it to allow us to utilize increase outdoor instructional time during the school day, as more students would be able to access the school yard at the same time, and installing sound proof dividers and paneling in our gym/cafeteria to separate the spaces. This separation would allow the cafeteria side to be used during gym classes as pull out and meeting space for classes and small group intervention without gym class interfering. To support physical distancing in classroom and the increase in small group intervention, we need to purchase additional student desks, tables and chairs.Staffing Budget offset: With the projected decrease in our charter funding over the next few years, we would need to decrease staff, approximately one teacher per grade, causing an increase in class size and making it more difficult to address the learning loss students have experienced during the pandemic, as teachers would not be able to provide the individualized attention necessary. ESSER funds will be used to offset these cuts and keep our staffing model intact. The funding will also allow us to keep the full custodial staff needed to effectively clean the buildings--without it, we would need to cut a day and night custodial position at each school in response to the projected budget cuts. At a time when cleaning has never been more important, this funding will prevent us from having to sacrifice on the level of cleaning our students and staff deserve.

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	1,886,589	20%	377,318

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	Students are assessed continuously throughout the year through classroom based assessments and nationally normed criterion-based assessments. Data is collected and stored in Powerschool's Performance Matters. We use this to be able to disaggregate data for student groups.
Opportunity to learn measures (see help text)	Student engagement is measured and monitored through different means: Nearpod analytics, Go Guardian analytics, Seesaw analytics, classroom observations, classroom walkthroughs, etc. Teachers have opportunities for professional development in technology through our Director of STEM and Tech Integration and through our partnerships with Nearpod and Seesaw. The Belmont Charter Network also uses surveys with families and students to make sure that access to technology remains accessible to all families.
Jobs created and retained (by number of FTEs and position type) (see help text)	We will create two new FTEs by adding 2 teacher residents (created)We will also retain 6 FTE teaching positions (one per grade)
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	The method for tracking and collecting data on these measures will be to continue to use the student debrief forms, 21st Century skills rubrics, routine club check ins with evaluation sheet, and attendance. From student voice, staff rubrics, OST leadership pop-ins, and student participation should provide a solid indicator of quality programming. These quality control measures coupled with academic data will provide a clear picture of the impact of our 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[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.

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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

$1,886,589.00

Allocation

$1,886,589.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$224,010.00	Entry Point Teacher Residents Salary, 8 total (new initiative)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$67,500.00	Entry Point Teacher Residents Benefits, 8 total (new initiative)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$20,000.00	Model Classroom Teacher Stipends (new initiative)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$20,000.00	Model Classroom Teacher Supplies (new initiative)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$720,000.00	To avoid staff reduction of 1 teacher per grade (budget offset)
1100 - REGULAR			To avoid staff

Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$216,000.00	reduction of 1 teacher per grade (budget offset)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$102,375.00	To avoid reduction of instructional supplies to improve learning opportunities (budget offset)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$105,735.00	Maintain current school-based book/curriculum budgets (budget office)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$82,043.00	Maintain tech platforms to support digital learning initiative (budget offset)
		$1,557,663.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

$1,886,589.00

Allocation

$1,886,589.00

Budget Over(Under) Allocation

$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$34,500.00	Tuition reimbursement for Entry Point Teacher Residents (new initiative)
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$190,500.00	Leadership and teacher coaching consultants (budget offset)
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	$15,000.00	MTSS Strategic Overhaul Consultant (new initiative)
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$74,820.00	Maintain current school professional development offerings (budget offset)
2400 - Health Support Services	300 - Purchased Professional and Technical Services	$14,106.00	EPH Community Health/Mental Health program (portion of current services)
		$328,926.00	

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	$964,010.00	$283,500.00	$0.00	$0.00	$0.00	$310,153.00	$0.00	$1,557,663.00
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	$0.00	$0.00	$15,000.00	$0.00	$0.00	$0.00	$0.00	$15,000.00
2200 Staff Support	$0.00	$0.00	$299,820.00	$0.00	$0.00	$0.00	$0.00	$299,820.00

	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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2400 Health Support Services	$0.00	$0.00	$14,106.00	$0.00	$0.00	$0.00	$0.00	$14,106.00
2500 Business Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2600 Operation and Maintenance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
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
	$964,010.00	$283,500.00	$328,926.00	$0.00	$0.00	$310,153.00	$0.00	$1,886,589.00

Approved Indirect Cost/Operational Rate: 0.0000	$0.00
Final	$1,886,589.00