Federal ID: 236004229
Federal Award Number: S425U210028
Federal Award Date: 3/24/2021
Federal Award Agency: US Department of Education
CFDA Number and Title: 84.425U American Rescue Plan - Elementary and
Secondary Schools Emergency Relief Fund (ARP-ESSER)
Vendor Number: 139195-001

Project #: 223-21-0397
Agency: South Middleton SD
AUN: 115218303
Original Application

AMERICAN RESCUE PLAN ACT-ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF (ARP-ESSER) AGREEMENT

This agreement ("Agreement") is made by and between the Commonwealth of Pennsylvania ("Commonwealth"), through its Pennsylvania Department of Education ("Department"), and South Middleton SD located at Administration Office, Suite 100, 4 Academy Street, Boiling Springs, PA 17007, ("Grantee").

The Department, created by Section 201 of the Administrative Code of 1929, as amended, 71 P.S. § 61, is the State Education Agency responsible for administration of grant programs pursuant to the General Appropriation Acts and the Public School Code of 1949, as amended, 24 P.S. § 1-101 et seq. and has been awarded funds by the US Department of Education for American Rescue Plan Act - Elementary and Secondary Emergency Relief (ARP-ESSER) programs under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2.

The parties, intending to be legally bound, agree as follows:

1. Pursuant to this Agreement, Grantee will receive funds in the amount of $1,555,352.00. The grant shall be used to defray program costs incurred from March 13, 2020 to September 30, 2024.
2. The Agreement shall become effective on the date it is fully executed by all required parties and shall terminate on September 30, 2024, unless terminated earlier in accordance with the terms hereof.
3. Grantee shall furnish all qualified personnel, facilities, materials and other services and in consultation with the Department, provide the services described in Appendix B.
4. This Agreement is comprised of the following Appendices which are hereby incorporated by reference into this Agreement:

   Appendix A – Special Program Terms

   Appendix B – Grantee's Program Narrative and Budget

   Appendix C – Payment Terms, Responsibilities and Contact Information

5. Grantee acknowledges having reviewed a copy of the Department's Master Standard Terms and Conditions, which are available at www.education.pa.gov/mstc and are incorporated by reference into and made a part of this Agreement as if fully set forth herein.

The parties, intending to be legally bound, have signed this Agreement below:

FOR THE GRANTEE

Signature: _____ Date: 2/23/2022 _____
Title: James Estep - Superintendent _____
Signature: _____ Date: _____
Title: _____

FOR THE COMMONWEALTH

For the Secretary of Education:Susan McCrone - Electronic Signature Date:3/22/2022
Title:Division Chief

APPROVED AS TO FORM AND LEGALITY

Office of Chief Counsel:Patrick Lord - Electronic Signature   Date:3/25/2022
Department of Education
Office of General Counsel: Date:
Office of Attorney General: Date:

Form Approval No. 6-FA-49.0

Comptroller: Date:

Vendor Name: South Middleton SD
Address: Administration Office, Suite 100, 4 Academy Street, Boiling Springs, PA 17007
Fed ID #: 236004229
Vendor #: 139195-001

Grant Title	Funding Source	Project Number	CFDA Number	Allocation Amount	Award Amount
American Rescue Plan - Elementary and Secondary Schools Emergency Relief Fund (ARP-ESSER)	Federal	223-21-0397	84.425U	$1,555,352.00	$1,555,352.00

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	Completed analysis of school engagement (i.e., attendance and work completion) and achievement compared between in-person learning days and remote learning days. In addition, analysis of summative assessments were used to compare traditional scores on universal and state assessment pre-COVID and during COVID.
Chronic Absenteeism	Cyclical data analysis of attendance by building and comparison to previous years before COVID. Those students demonstrating tardiness and/or habitual tardiness participate in a Student Attendance Improvement Conference where attendance is progress monitored by the team once supportive measures are put in place.
Student Engagement	Teacher survey, parent survey, and student focus groups related to instructional delivery over the course of the COVID-19 pandemic. Data was synthesized to restructure instructional delivery (e.g., provided increased synchronous instructional time during remote learning days). School office referrals were also used to demonstrate evidence of student engagement or lack thereof.
Social-emotional Well-being	Used universal screenings to measure social/emotional well-being of students in grades K-12. In grades K-5, the Student Risk Screen Scale is used to report externalizing and internalizing needs based on teacher report in the fall and spring. In 6-12, the mySAEBERS rating scale is used to indicate students' presentation in terms of school connectedness, risk-taking behaviors, and symptoms associated with anxiety and depression. These are self-reports. Those deemed at-risk have follow-up assessments tailored to individual needs.
Other Indicators	Parent/community input during town halls and school board meetings were also used to determine the impact of the COVID-19 Pandemic.

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

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])	Upon analysis of students making adequate academic progress as evidenced by key indicators such as performance on local assessments, state assessments, and attendance, the student groups that were underrepresented in making gains were those students with disabilities under IDEA, English learners, and students of low SES. Three strategies that were used to mitigate impacts related to COVID-19 were:Establishing and implementing a school reacclimation intervention following the extended remote learning period of spring 2020. The student profile for the camp entailed those students who have had historical social/emotional difficulties, especially with transitioning from one setting to another. The goals of the camp were to (a) build relationships, (b) promote and practice teamwork, (c) and develop positive rapport with school professionals outside of the traditional academic setting all to promote the social/emotional well-being of students. Creating credit recovery opportunities for those students who were credit deficient over the course of the pandemic. The credit recovery program was supported by district-provided teachers who worked extra-duty hours to serve as mentors. This occurred during the spring and summer of 2021. Improving accessibility of mental health supports through hiring a school social worker and partnering with local mental health agencies to provide school-based outpatient therapy.
	Upon analysis of students making adequate academic progress as evidenced by key indicators such as performance on local assessments, state assessments, and attendance, the student groups that were underrepresented in making gains were those students with disabilities under IDEA, English learners, and students of low SES. Three strategies that were used to mitigate impacts related to COVID-19 were:Establishing and

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
English learners	implementing a school reacclimation intervention following the extended remote learning period of spring 2020. The student profile for the camp entailed those students who have had historical social/emotional difficulties, especially with transitioning from one setting to another. The goals of the camp were to (a) build relationships, (b) promote and practice teamwork, (c) and develop positive rapport with school professionals outside of the traditional academic setting all to promote the social/emotional well-being of students. Creating credit recovery opportunities for those students who were credit deficient over the course of the pandemic. The credit recovery program was supported by district-provided teachers who worked extra-duty hours to serve as mentors. This occurred during the spring and summer of 2021. Improving accessibility of mental health supports through hiring a school social worker and partnering with local mental health agencies to provide school-based outpatient therapy.
Students from low-income families	Upon analysis of students making adequate academic progress as evidenced by key indicators such as performance on local assessments, state assessments, and attendance, the student groups that were underrepresented in making gains were those students with disabilities under IDEA, English learners, and students of low SES. Three strategies that were used to mitigate impacts related to COVID-19 were:Establishing and implementing a school reacclimation intervention following the extended remote learning period of spring 2020. The student profile for the camp entailed those students who have had historical social/emotional difficulties, especially with transitioning from one setting to another. The goals of the camp were to (a) build relationships, (b) promote and practice teamwork, (c) and develop positive rapport with school professionals outside of the traditional academic

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	setting all to promote the social/emotional well-being of students. Creating credit recovery opportunities for those students who were credit deficient over the course of the pandemic. The credit recovery program was supported by district-provided teachers who worked extra-duty hours to serve as mentors. This occurred during the spring and summer of 2021. Improving accessibility of mental health supports through hiring a school social worker and partnering with local mental health agencies to provide school-based outpatient therapy.

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	Offering credit recovery programs supported by district tutors, which are free of cost for students. Credit recovery is a strategy that encourages at-risk students to retake a previously failed course required for high school graduation and earn credit if the student successfully completes the course. Since students of low SES were overrepresented in course failures, the district made these courses free of charge to remove financial barriers.

    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	The district took purposeful actions to improve school connectivity over the course of the pandemic through opportunities to engage school personnel outside of the academic year. Those students targeted were students with chronic absenteeism, students with disabilities, English language learners, and students with disabilities.

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	Improving accessibility of mental health supports through hiring a school social worker and partnering with local mental health agencies to provide school-based outpatient therapy. Social Worker was integral to the mental health support of the regular student population, but even more so to our ELL and homeless student population.

    i. **Impacts that Strategy #3 best addresses:** (select all that apply)

☐ **Academic Impact of Lost Instructional Time**

☑ **Chronic absenteeism**

☑ **Student engagement**

☑ **Social-emotional well-being**

☐ **Other impact**

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

iii. **Student group(s) that Strategy #3 most effectively supports:** (select all that apply)

☐ **Students from low-income families**

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

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

☑ **English learners**

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

☑ **Students experiencing homelessness**

☑ **Children and youth in foster care**

☐ **Migrant students**

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

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

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

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

4. Stakeholder Engagement

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

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

The South Middleton School District engaged key stakeholders through a variety of methods, which helped guide expenditures for ARP ESSER funds. Parents and school staff were provided surveys in the Fall and Winter of 2020. These surveys explored perceptions and implications of instructional delivery during the pandemic. They indicated concerns related to missed learning opportunities and educational gaps. Social and emotional needs of students and staff were also a theme within these results. The district also provided a survey in the Spring of 2021, which asked parents and community members to rate the district on various aspects of school climate. Categories were developed from the work of Joyce Epstein and consisted of the following: atmosphere/environment, learning at home, communication, collaborative decision making, community resources, parent involvement, and recognizing differences. Notable results indicated 82% of participants agreed or strongly agreed that SMSD promotes a positive atmosphere/school environment. 75% endorsed approaches related to communication including being informed about a child's progress. 77% were agreeable to community resources and partnerships available within the school; relative weaknesses indicated regarding ease of navigating the district's website. In terms of parent involvement, 75% of respondents support existing approaches by the school aimed to improve parent/community relationships. Survey results indicated strengths in terms of convenient time for conferences and teachers availability. However, needs were identified in terms of offering extra support outside of school day. The SMSD also received feedback from a diverse range of stakeholder groups including board members, teachers, community members, parents, students, and administrators through a needs assessment during comprehensive planning in May of 2021. Takeaways from the needs assessment included: promoting character development skills among SMSD students including resiliency, high expectations, growth

mindset, and being service-oriented. A review of local assessments revealed that students of low SES, disabilities under IDEA, and ELL were underrepresented among student groups making adequate progress during the course of the pandemic.

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)**

The South Middleton School District synthesized themes from data collection methods described above to account for the development of the use of ARP ESSER Funds. In concert with the Board of Directors, the LEA leaders engaged regularly in planning sessions to analyze stakeholder data and to identify the most appropriate use of funding, such as evidenced-based programming for mental health, addressing learning loss for students in need of special education services, and research-based practices in addressing missed learning opportunities. This process was guided by identifying the district's strengths, weaknesses, needs, and opportunities based on stakeholder input, which ultimately guided proposed usage of ARP ESSER funds.

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)**

The Superintendent will make available an itemized list of proposed use of ARP ESSER Funds. Prior to Board Approval, this list will be made publicly available via the district's website and available in additional language as per stakeholder requests.

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.

The South Middleton School District's comprehensive plan underscores the pervasive development of Multiple Tiered Systems of Support (MTSS). MTSS is a research-based framework that assists educators in providing educational strategies to meet various needs of students. Tier 2 of MTSS constitutes supplement intervention, while Tier 3 involves intensive intervention. In the area of ELA and mathematics, the South Middleton School District intends to address learning loss from the pandemic by offering Tier 2 and Tier 3 support across all grade levels. Therefore, 20% of ESSERS III funding will be reserved for a reading specialist position at the middle school level. The reading specialist will afford a variety of research-based programming over the course of the school day including for students in most need, such as systemic and sequential phonics and decoding, repeated reading, guided reading, and 95% group. In addition to this the district will reserve another 21% toward addressing the mental health side of learning loss by financing a school psychologist position and a licensed social worker position.

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.

The remaining funds will be used to support additional technology devices and ancillary technology resources to bolster opportunities for student and staff collaboration, individualized student-centered learning, as well as bridge the current digital divide that exists at SMSD.

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	1,555,352	20%	311,070

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	Student learning outcomes will be measured using a variety of assessments over the course of strategic intervals to determine the extent of student growth. Assessments include state tests, curriculum-based assessments, and local assessments. Data will be desegregated based on factors associated with historically underrepresented students, such as race, ethnicity, disability, sex, and language.
Opportunity to learn measures (see help text)	Students' opportunity to learn will be measured by quantitative data such as, teacher rating scales, student attendance rates, and frequency of disciplinary referrals. In addition, community-based surveys will also be provided, which will measure perceived engagement and opportunities to learn.
Jobs created and retained (by number of FTEs and position type) (see help text)	A reading specialist job will be created at the middle school. To analyze the effectiveness of service, the district will examine (a) the number of students able to receive support and (b) progress monitoring data. Additionally funds will enable the district to retain the services of a school psychologist and a licensed social worker.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Not applicable (not funding summer or afterschool programs with this funding)

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

$1,555,352.00

Allocation

$1,555,352.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$114,964.00	Salaries for ELA
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$93,392.00	Benefits for ELA
		$208,356.00	

Section: Budget - Support and Non-Instructional Expenditures

    BUDGET OVERVIEW

        Budget

        $1,555,352.00

        Allocation

        $1,555,352.00

        Budget Over(Under) Allocation

        $0.00

    NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$265,896.00	School Psychologist and Licensed Social Worker salaries
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$181,100.00	School Psychologist and Licensed Social Worker benefits
2200 - Staff Support Services	400 - Purchased Property Services	$900,000.00	Student devices
		$1,346,996.00	

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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$114,964.00	$93,392.00	$0.00	$0.00	$0.00	$0.00	$0.00	$208,356.00
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	$265,896.00	$181,100.00	$0.00	$0.00	$0.00	$0.00	$0.00	$446,996.00
2200 Staff Support	$0.00	$0.00	$0.00	$900,000.00	$0.00	$0.00	$0.00	$900,000.00

	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	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2500 Business Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2600 Operation and Maintenance	$0.00	$0.00	$0.00	$0.00	$0.00	$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
	$380,860.00	$274,492.00	$0.00	$900,000.00	$0.00	$0.00	$0.00	$1,555,352.00
				Approved Indirect Cost/Operational Rate: 0.0000				$0.00
				Final				$1,555,352.00