Section: Narratives - Assessing Impacts and Needs

LEA ARP ESSER APPLICATION

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by Local Education Agencies (LEAs), schools, and educators to support students during the COVID-19 pandemic. The application below requests information from LEAs about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts, (3) Specific elements in the LEA Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B. As used in this application, "the LEA" refers to the Grantee defined in the Grant Agreement.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the LEA application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

Section I: Assessing Impacts and Needs

In this first section, LEAs are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the LEA's promising practices in supporting student needs since March 2020.

Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	The District measures academic impact of lost instructional time through the analysis of achievement data as measured by the following: Acadience Reading Benchmarks, Scholastic Reading Inventory (SRI), Scholastic Math Inventory (SMI), PSSA Reading, Math and Science, Keystone Algebra, Literature and Biology, WIDA ACCESS for ELs
Chronic Absenteeism	The district measures the impact of the pandemic by comparing our attendance rates from the 2018-19 school year to subsequent years through 2020-21 and beyond.
Student Engagement	The district measures student engagement through the analysis of class cut data, discipline data and participation in extra curricular activities.
Social-emotional Well-being	The district administers mental health screening surveys (ie. Screening Brief Intervention and Referral to Treatment (SBIT)) with various grade bands of students and uses that data to refer students to mental health agencies. The district tracks the number of referrals to SAP, school-based out-patient agencies, school health annual reimbursement report, school nurses, social workers and guidance counselors.
Other Indicators	PA Youth Survey (PAYS) is a survey of students in grades 6, 8, 10 and 12 to learn about their behavior, attitude and knowledge concerning alchohol, tobacco, drugs and violence.

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
English learners	Disaggregate EL data from achievement data, attendance data; comparison of various years of WIDA ACCESS, etc.
Students experiencing homelessness	Disaggregate achievement data, use comparison data for homeless
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Disaggregate achievement data, attendance data, SpEd data
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	Examine the number of K students who are over-age; Comparison of Acadience data for each grade band
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	Examine the number of high school seniors who are in need of credit recovery

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts

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	Increased opportunities for students to participate in social-emotional learning activities. In grades PreK-4, we have adopted an SEL curriculum. In grades 5-12, we have designated advisory periods to allow for SEL activities.

    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	Students whose data indicates significant learning loss will receive needs-based tutoring services in either math or reading. The district will utilize evidence-based programs during the tutoring sessions which will occur before, after and/or during the day. Tutoring will be offered using a tiered approach based on the level of learning loss. Progress monitoring will occur to determine the effectiveness of the tutoring and to determine whether or not the student can be withdrawn from the program.Every student will also have access to evidence-based acceleration and/or intervention programs based on their needs during the school day. Evidence-based programs will be purchased so that every teacher has access to the materials needed for acceleration/intervention periods as well as summer programming. Summer programming will address learning loss and student engagement.

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	Increase student engagement through innovative programs such as Science Research Institute, STEM Programs and community-based collaborations.The district will be converting two gifted teachers and hiring three additional elementary teachers to STEM/Gifted/Talented teachers for elementary programing. This will allow all students to participate in STEM classes once in a two-week cycle. Reading School District currently only has STEM classes in 7th and 8th grades. Identification and training of the teachers would begin in 2021 - 2022 school year and the implementation of the program would begin in 2022 - 2023 school year. There will be an expansion of our STEM offerings in middle school to 5th and 6th grades with our partnership with Albright College Science Research Institute. Students will have the opportunity to attend Albright's summer programming, after school programming and we will be partnering with Albright to develop a during the day program with students in middle school. At RHS we are adding additional STEM related courses to the curriculum. These courses include ESports and Makerspace/FAB Lab for Engineering. We will also be offering dual enrollment with Albright College in STEM related courses.

   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.)

Reading School District created and shared a survey in English and Spanish to Staff, families, and community members asking how they would like to see ARP ESSER funds used. The survey asked the stakeholders how they would like to see the funding spent in the following categories: Academics, Safe Schools, Community Engagement and Technology Programs. In addition, stakeholders had the opportunity to list other suggestions. The results of the survey were integrated into a report that was presented to the Board and during a board meeting open to the public.

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)**

Reading School District carefully reviewed and disaggregated the survey results into four categories. There was also an "other" category where stakeholders offered other suggestions that were also tallied. The data was further broken down into specific programs or items that were mentioned by stakeholders. The District then used the information taking into consideration the percentage of responses under each category and program to formulate a plan on how the ARP funds would be used.

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)**

Survey data, historical future ready index data, provisional PSSA scores, provisional WIDA access scores were all part of the process of developing the plan. In addition, the District put out a survey to the community and District employees. The plan was presented to the School Board at a public board meeting and will be available on the District website with an option to translate the document into a language families can understand.

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 District will provide the following interventions:1. Tutoring for academic recovery/remediation for students in K-12 who are not at grade level. Tutoring will be made available to students during the day,

before/after school and over the summer through college students, retired teachers and contracted service providers.2. MTSS will be enhanced with additional research-based literacy intervention programs. The District will also purchase additional research-based intervention materials targeting special education students and English learners.3. Summer enrichment through our partnership with Albright College's Science Research Institute (SRI). This program will be offered to students in middle and high school and will allow students to explore engaging research areas with a hands-on experiential approach to learning to re-engage students who became disengaged over the pandemic.4. A new math program with a robust tier II intervention component to address learning loss. The District's math benchmark data currently shows that only 3% of students are working on grade level in mathematics and would benefit from an improved math program and interventions. 5. A single adaptive math platform in K-8 for differentiated instruction for struggling learners. Students will have access to online math interventions during the school day as well as at home.6. Extended day/year Newcomer ELs and SIFE program focused on supplemental English as a Second Language programs, dual language literacy instruction, credit recovery and career readiness skills. The effectiveness of all interventions will be monitored through the administration of regular benchmark assessments and the analysis of student data. Reading and Math benchmarks are administered three times a year and analyzed during data retreats. The Special Education Department also uses this data to monitor the progress of their students as well as the progress monitoring tools embedded in their students' IEPs. The ESL Department will also monitor the progress of ELs and SIFE using WIDA ACCESS data and progress monitoring data throughout the year. The District will rely on attendance data as well as the spreadsheets of students who were invited to participate in remote vs. in-person instruction in the 2019-2020 and 2020-21 school years. We will use the data produced by our grade reports to identify students who failed core subjects during the most intense pandemic years. The District will also hire contracted professional services with local IUs to bring Data Analysts into the district to complete a deep analysis of achievement data, identify effective instructors and replicate their practices, and identify ineffective instructors and provide support and professional development.

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

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

   a. Continuity of Services: How will the LEA use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
   b. Access to Instruction: How will the LEA use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
   c. Mitigation Strategies: How will the LEA use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff? Consider the LEA's Health and Safety Plan in developing the response.
   d. Facilities Improvements: How will the LEA use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the LEA's Health and Safety Plan in developing the response.

A. Continuity of Services: The District plans to use ARP ESSER funds to provide student support outside of academics for social/emotional well-being and growth. This will be accomplished through the addition of nine School Social Workers who will provide counseling and case-management services to

students in the elementary schools, with priority going to those schools with self-contained Emotional Support classrooms, as well as for students and families in the Virtual Academy. The District also plans to develop grief support services and other support groups for students, revise suicide intervention and prevention protocols to include updated resources for parents/guardians and implement safety plans for students returning from care. School Equity Teams from each school attended research-based Trauma Informed Professional Development that the teams will turn around and share with other staff to help address the social, emotional and mental health needs of the staff and the students they serve.B. Access to Instruction: In addition to the Social Workers described above, there will also be one Social Worker who will target attendance improvements at the high school level. All Social Workers district-wide will be working on attendance protocols to ensure that disengaged and truant students are targeted for Student Attendance Improvement Conferences and Improvement Plans. The District will also target students whose families are still struggling to access technology by purchasing additional devices to replenish the devices that have outlived their lifespan. We will also continue to purchase hotspots for students who do not have access to WIFI at home.C. Mitigation: The District will continue to update the Health and Safety plan to be in line with the latest guidance from the Centers for Disease Control and Prevention (CDC). Some of the mitigation strategies currently in place including the use of dividers in the cafeteria and classrooms or additional PPE equipment may be funded through ESSER funds. The District will also continue to purchase and install touchless water fountains in schools across the district.D. Facilities Improvements: The District is determined to provide a safe and healthy educational environment for its students and staff. The District performs a comprehensive analysis of existing facilities and environmental health needs every five years to determine the necessary improvements to maintain a safe and healthy educational environment for students to learn and staff to deliver educational services. These reviews and additional studies have indicated that improvements are required to the heating and ventilation systems to ensure proper air exchange and mold mitigation. The District intends to use ARP ESSER funds to repair and replace HVAC systems around school facilities. The proposed projects will reduce the risk of virus transmission by improving indoor air quality and exposure to environmental hazards within the school facilities.

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)**

The District regularly consults the Evidence Resource Center as part of the Comprehensive Planning and School Improvement Process. Every school, including those with CSI and ATSI designations are required to consult the resource center for evidence-based strategies. The District works with contracted consultants who assist schools in conducting school improvement planning and use the resource center as a primary resource for identifying strategies to include in their plans.

10. 20% Reservation Calculation

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

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	104,628,965	20%	20,925,793

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

In this fourth section, LEAs are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

11. Capacity for Data Collection and Reporting

LEAs must continuously monitor progress and adjust strategies as needed. Describe the LEA's capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	The District will collect and analyze the following data points at various points throughout the school year to monitor student learning, including the impact of lost instructional time: Scholastic Reading and Math Inventories, Acadience Benchmarks, Attendance Data, Report Card Data, WIDA ACCESS, PSSA, Keystone Exams, CDTs, Intervention placement tests. The District's contracted data analysts will work with District and school leadership to disaggregate the data and determine the progress of individual student groups.
Opportunity to learn measures (see help text)	The District will continue to monitor student discipline referrals, attendance data and results of technology surveys to determine the impact of our interventions on opportunities to learn. Given the diverse student population in the district, we regularly disaggregate data to determine the impact on student subgroups. Our contracted data analysts will assist in collecting, tracking and analyzing this data.
Jobs created and retained (by number of FTEs and position type) (see help text)	The District will continue to monitor student discipline referrals, attendance data and results of technology surveys to determine the impact of our interventions on opportunities to learn. Given the diverse student population in the district, we regularly disaggregate data to determine the impact on student subgroups. Our contracted data analysts will assist in collecting, tracking and analyzing this data.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	The District will collect and track student enrollment and attendance in all supplemental programs funded through ARP ESSER.

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

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

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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.**

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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.

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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.

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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).

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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.

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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.

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

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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

$104,628,965.00

Allocation

$104,628,965.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$7,855,698.93	Salaries for select Teachers and Paraproffessionals assigned in each of the 19 buildings
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$4,614,971.63	Benefits for select Teachers and Paraproffessionals assigned in each of the 19 buildings
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$8,818,693.24	Salaries for select Teachers and Paraproffessionals assigned in each of the 19 buildings
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$6,069,500.16	Benefits for select Teachers and Paraproffessionals assigned in each of the 19 buildings
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	$5,000,000.00	Salaries for Instructional Personnell to conduct before and after school programs to address Learning Loss

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	$1,400,000.00	Benefits for Instructional Personnell to conduct before and after school programs to address Learning Loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$197,000.00	Science Research Institute Partnership with Albright College
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	$2,500,000.00	Learning Loss Initiatives
1000 - Instruction	600 - Supplies	$450,000.00	Incentives for Afterschool Academic Recovery Programming
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$450,000.00	Instructional Supplies for Before/After School Programming
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	$8,956,383.15	Salaries for Other Learning Loss Initiatives
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$3,483,037.89	Benefits for Other Learning Loss Initiatives
		$49,795,285.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

$104,628,965.00

Allocation

$104,628,965.00

Budget Over(Under) Allocation

$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	$21,000,000.00	Inspection, upgrading, repair and purchasing of new HVAC systems. Misc building repair projects replacementsinlcuding Exterior door and window
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	$30,000,000.00	Construction of a new School Building
2800 - Central Support Services	600 - Supplies	$3,000,000.00	Purchase of replacement or additional Chromebooks and Google Chrome management Education license due to damage, theft or additional need to allow for remote learning.
2300 - SUPPORT SERVICES – ADMINISTRATION	300 - Purchased Professional and Technical Services	$300,000.00	ARP ESSER and Tutor Coordinator
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	$300,000.00	Internship Coordinator

Function	Object	Amount	Description
2200 - Staff Support Services	100 - Salaries	$55,000.00	Salaries for staff to attend PD
2200 - Staff Support Services	200 - Benefits	$15,000.00	Benefits for staff to attend PD
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	$60,000.00	Purchased PD for Staff
2700 - Student Transportation	100 - Salaries	$81,000.00	Salaries for Staff performing remediation during bus delays due to shortage of bus drivers
2700 - Student Transportation	200 - Benefits	$22,680.00	Benefits for Staff perfomring remediation during bus delays due to shortage of bus drivers
		$54,833,680.00	

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	$450,000.00	$0.00	$450,000.0
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	$16,812,082.08	$8,098,009.52	$2,697,000.00	$0.00	$0.00	$450,000.00	$0.00	$28,057,091.6
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	$8,818,693.24	$6,069,500.16	$0.00	$0.00	$0.00	$0.00	$0.00	$14,888,193.4
1300 CAREER AND TECHNICAL EDUCATION	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.0
1400 Other Instructional Programs – Elementary / Secondary	$5,000,000.00	$1,400,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$6,400,000.0
1600 * ADULT EDUCATION PROGRAMS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.0
1700 Higher Education Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.0
1800 Pre-K	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.0
2000 SUPPORT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.0
2100 SUPPORT SERVICES – STUDENTS	$0.00	$0.00	$300,000.00	$0.00	$0.00	$0.00	$0.00	$300,000.0
2200 Staff Support Services	$55,000.00	$15,000.00	$60,000.00	$0.00	$0.00	$0.00	$0.00	$130,000.0
2300 SUPPORT SERVICES –	$0.00	$0.00	$300,000.00	$0.00	$0.00	$0.00	$0.00	$300,000.0

	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
ADMINISTRATION								
2400 Health Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.0
2500 Business Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.0
2600 Operation and Maintenance	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.0
2700 Student Transportation	$81,000.00	$22,680.00	$0.00	$0.00	$0.00	$0.00	$0.00	$103,680.0
2800 Central Support Services	$0.00	$0.00	$0.00	$0.00	$0.00	$3,000,000.00	$0.00	$3,000,000.0
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.0
3100 Food Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.0
3200 Student Activities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.0
3300 Community Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.0
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	$0.00	$0.00	$0.00	$51,000,000.00	$0.00	$0.00	$0.00	$51,000,000.0
	$30,766,775.32	**$15,605,189.68**	**$3,357,000.00**	**$51,000,000.00**	**$0.00**	**$3,900,000.00**	**$0.00**	**$104,628,965.00**
					Approved Indirect Cost/Operational Rate: 0.0800			**$0.00**
							Final	**$104,628,965.00**