**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 <u>since March 2020</u>.

**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** | After gleaning initial data reports related to academic learning classroom, educators gauged student learning loss and instructional gaps over the past 20 months through a variety of formative and summative assessments. Teachers have made data-based decisions based on the learning gaps identified in the classroom. Bench-marking based on PA state standards and grade level achievement standards continue to help teachers determine the scope of the learning loss. Students report that the change of delivery between hybrid and remote had a negative impact on their ability to learn new material. |
| **Chronic Absenteeism** | The fluctuation between remote and hybrid instruction posed unique challenges for students to attend school on a regular basis. Student attendance is directly related to student achievement. The district recognized a 15% drop in regular attendance rates when compared to a traditional school year. |
| **Student Engagement** | In the remote and hybrid setting, students did not have access to school support services on a consistent basis. Many students have been exposed to trauma, disruptions in learning, physical isolation, and disengagement from school and peers, which negatively affects their mental health. Students learn, take academic risks, and achieve at higher levels in safe and supportive learning environments and in the care of responsive adults they can trust. However, the ongoing impact of COVID-19 has contributed to student experiences that are far from universal — with under served students experiencing a disproportionate burden of the pandemic. As a result, many students might require additional supports and interventions to take risks in their learning so they can achieve at higher levels. When students returned to school this year, there were high levels of need presented when compared to the beginning of a traditional school year. These data were shared by school psychologists, school counselors, SAP, Chill Project, and other student support staff. |
| **Social-emotional Well-being** | Due to the inconsistent academic realm of student learning, data reports that students struggled to consistently engage in classroom activities with instructors. Access to technology and Wi-Fi contributed to these challenges. After gleaning initial data reports related to academic learning classroom, educators gauged student learning loss and instructional gaps over the past 18 months through a variety of formative and summative assessments. Bench-marking based on PA state standards and grade level achievement standards continue to help teachers determine the scope of the learning loss. Students report that the change of delivery |

| | Methods Used to Understand Each Type of Impact |
|---|---|
| | between hybrid and remote had a negative impact on their ability to learn new material. |
| **Other Indicators** | |

**Documenting Disproportionate Impacts**

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

| **Student Group** | **Provide specific strategies that were used or will be used to identify and measure impacts** |
|---|---|
| Students from low-income families | The District pursued a partnership with Allegheny Health Network to provide support to low income students as well as the general population of students through the implementation of Chill Rooms. Chill Rooms provide opportunity for students to receive support in the area of social and emotional support. Students also acquire mindfulness skills through the implementation of the programs. The District comprehensive plan incorporates the use of the Renew Team, SAP, HSAO liaison, and other school support services to identify and provide support to students who demonstrate poor attendance, academic engagement, or behavioral concerns that negatively impact student learning. The school will have an intense focus on this group who have historically been disenfranchised from learning. |
| English learners | The District comprehensive plan incorporates the use of the Renew Team, SAP, HSAO liaison, and other school support services to identify and provide support to English Language Learners who demonstrate poor attendance, academic engagement, or behavioral concerns that negatively impact student learning. The school will have an intense focus on this group who have historically been disenfranchised from learning. The District hired a reading intervention specialist to assist children at the elementary level in acquiring reading skills at each child's |

| Student Group | Provide specific strategies that were used or will be used to identify and measure impacts |
|---|---|
| | readiness level. |
| Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]) | Strategies consist of building a rapport with students, engaging with special education students on a personal level, and understanding and sympathizing unique situations to encourage students to engage in open dialogue with school support staff. This strategy will target our identified students to provide assistance in meeting attendance targets, academic goals and transition plans while meeting graduation requirements. The district reorganized counseling efforts at the elementary level that pushes a school counselor into classrooms to provide additional instruction and strategies for students. |

**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** | The District pursued a partnership with Allegheny Health Network to provide support to students through the implementation of Chill Rooms. Chill Rooms provide opportunity for students to receive support in the area of social and emotional support. Students also acquire mindfulness skills through the implementation of the programs. Chill Rooms are available in two of our three buildings and we look to expand and sustain the Chill Room to our third building, beyond the scope of this funding. The district organized their efforts to push a school counselor into every classroom at the elementary level on a rotating basis throughout the school year. Each elementary student receives instruction and acquires strategies directly from a school counselor. |

    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** | Data reports are reviewed on a regular basis. Data pertains to academic learning to gauge student learning loss and instructional gaps using a variety of formative and summative assessments. Teachers make data-based decisions based on the learning gaps identified in the classroom. Bench-marking based on PA state standards and grade level achievement standards continue to help teachers determine the scope of the learning loss. After school programming and summer programming has helped |

| Strategy Description |
|---|
| close the learning gap while providing enrichment activities for students. |

    i. **Impacts that Strategy #2 best addresses:** (select all that apply)

☑ **Academic impact of lost instructional time**

☐ **Chronic absenteeism**

☑ **Student engagement**

☐ **Social-emotional well-being**

☐ **Other impact**

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

    iii. **Student group(s) that Strategy #2 most effectively supports:** (select all that apply)

☑ **Students from low-income families**

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

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

☑ **English learners**

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

☑ **Students experiencing homelessness**

☑ **Children and youth in foster care**

☑ **Migrant students**

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

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

**Reflecting on Local Strategies: Strategy #3**

|  | Strategy Description |
|---|---|
| **Strategy #3** |  |

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.)

During the development of the ARP ESSER plan, a steering committee was formed to engage in meaningful consultation and examine data to formulate a plan to address the needs of our students, the district at large, and the community. As additional needs are considered, membership in this committee continues to expanded to include additional members to review the allocation of funds received from this and other grants. This committee will continue to meet throughout the timeframe the funding is available. The committee will continue to review the allocation of resources and the impact it is having on all aspects of the services we provide to our students. The details of all ESSER grants, were discussed in public during school board meetings and finance committee meetings as a means of continuing to engage stakeholders in the process. As the plans for allocating ARP ESSER funding towards programs continue to be pursued, our communication efforts will continue to ensure transparency.

**5. Use of Stakeholder Input**

Describe how the LEA has taken or will take stakeholder and public input into account in the development of the LEA Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

Stakeholder input regarding all plans for services for students is valued by the school district and will continue as the district moves through the process of allocating funding to support the services provided to all students and strategies incorporated into this grant. Members of the public who do not serve as members of the committee will be encouraged to provide feedback on the projected strategies and use of funding. All feedback provided will be shared directly with the committee and reviewed for consideration. The feedback will be correlated to the

strategies of the plan, the mission and vision of the school district, along with elements of the district's comprehensive plan.

## 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 plan continues to be developed using multiple inputs including stakeholder feedback, committee feedback, district goals, and the comprehensive plan while taking into consideration the direct impact the plan will have on students and the district's ability to sustain programs developed as a result of the plan. The goal is to use the funding strategically to position the district in a better place in regard to the services provided to our students and community. A fist to five consensus approach will be used by the committee while approving the plan and funding allocations to ensure that all members of the committee are vested in the process and have a voice. The plan will continue to be shared with the public through public school board meeting, finance committee meetings and will be posted on the district website.

**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.

Beginning with the 2021/22 school year, the district developed a multi-year cycle to refresh current standards aligned curriculum and update the materials that support that curriculum. We began the process by consulting https://www.edreports.org/resources/adoption-steps to devise the researched based stages of a curriculum cycle that would ensure that the materials chosen to support this standards aligned curriculum would be used by all teachers at each grade level and building. The purpose of this Curriculum Development Process is to allow for thoughtful and purposeful development and alignment of curriculum. The plan provides a process that allows for continuous program/curriculum evaluation.During this process, curriculum is researched, written, implemented, monitored, evaluated, and revised. This process is driven by data, which informs in regard to curriculum effectiveness, student response, and state and federal requirements. Adopting this approach will allow for K-12 articulation that ensures continuity of learning as students matriculate through our system. This series of planned instruction aligned with the academic standards in each subject will be coordinated, articulated and implemented in a manner designed to result in the achievement at a proficient level by all students of specific knowledge and skills and the application of this knowledge.Curriculum Teams evaluate the current curriculum for its effectiveness in raising student achievement and engagement for all students. Alternate, research-based programs and practices are investigated and the resource www.evidenceforpa.org was utilized to apply the four tiers to provide structure. Using all gathered evidence, the team will review and analyze data to determine whether or not to adopt a new program, restructure the existing program, or refine current program and practices, to include core, supplemental, and replacement curricula where needed and appropriate. Only research-based programs will be considered and the ability to enrich and/or remediate topics are a major consideration in the selection criterion. These evidence-based enrichment/remediation interventions are a necessary component to specifically address the needs of student groups most disproportionately impacted for multiple reasons not only limited to the pandemic. The Distract will use funds it reserves to identify, engage, and support our students who have missed the most in-person instruction during the 2019/20 and 2020/21 school years; and our students who did not consistently participate in remote instruction when offered during school building closures. This investment will provide the solid foundation for our Multi-Tiered System of Support by providing all students in the general education classroom educational experiences that are proven to work, provide the ability to work in small groups based on their strengths and areas of need, and be monitored for progress.

### 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 partly be used to sustain services in the area of mental health through the relationship the district has with Allegheny Health Network and Wesley Mental Health. Through AHN, the district has a Chill Room at Carnegie Elementary School and Carlynton Junior Senior High School. These agreements provide students with mental health services including counseling and strategies to help students manage stress and issues related to anxiety. AHN also provides a variety of therapy services to our students as well. The district looks to expand the Chill Room to Crafton Elementary school, however, in the interim, mental health services are broadly provided by Wesley Mental Health. To ensure equal access to learning and extended accelerated learning beyond the walls of the classroom, the district will continue to purchase Chromebooks to replenish used Chromebooks that were purchased during the timeframe when laptop availability was scarce. After school tutoring services will also be available to students beyond the scope that were outlined in the set aside grants. To close the learning gap and accelerate learning in the area of reading, the district hired a reading intervention specialist at the elementary level. Data is collected throughout the school year to determine the number of students who qualify for additional services. To create additional space for learning and social distance students as outlined in the Health and Safety Plan, the district plans to purchase mobile furniture housed in the maker space at the high school. This area, referred to as The Shop will be available for classroom teachers to reserve for classroom activities that facilitate flexible grouping of students. Some newly developed courses through our curriculum review process outlined in the strategic plan will use The Shop on a full time basis to provide instruction to students. The District also plans to use the remaining funds to address the roof above the high school natatorium. Over time, the roof membrane has deteriorated that has allowed water to penetrate through to the insulated area. This deterioration and water penetration has caused environmental health issues that must be addressed to safely keep the building open.

**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)**

We looked for researched-based interventions when we completed our A-TSI Plan and www.evidenceforpa.org is a great reference. As a district, we felt that addressing the regular

attendance of our targeted subgroups, as well as increasing family engagement, would have a positive effect on their achievement and academic growth.Theory studies found "Students in households assigned to receive attendance mailings were absent for 0.53 fewer days over the course of the entire school year, on average, than students in households that did not receive attendance mailings. This translates to a 7.7% reduction in absences compared to students in the control condition". Based on this research, it was determined that we would implement a systemic mailer to all of our students and not just the targeted group designated by the A-TSI.Another strategy we have implemented is the monitoring of our students in an early warning system that is built into our database warehouse at OnHands schools. The opening dashboard places a list of students to administrators directly in the middle of the page where data has indicated that they are at high risk. The administration monitors this dashboard, reaches out to these at-risk students and recommends them for services to guide them on their path toward graduation. School administrators will use the SAP team and other internal support interventionists to identify students who will benefit from our Renew Program is one example of utilizing this strategy and referring the student for support services.Research has indicated that "a text-based communication system providing 'nudges' to parents can encourage daily attendance, provide personalized feedback on a child's attendance, and provide support to mitigate challenges that threaten parents' ability to get their child to school regularly" (Smythe-Leistico & Page, 2018). The JSHS implemented a bi-weekly Cougar Connection eBlast to be sent to all families. These communications will focus on upcoming events, school accolades, and engaging student activities to foster student involvement and sense of connection. An implementation or adaptation of a text-based communication strategy is said to be especially beneficial for encouraging attendance, improving engagement with families, and providing support to parents. Other research-based strategies identified by www.evidenceforpa.org that we have implemented but are not made part of our A-TSI plan is a school-based health center (SBHC) which provides comprehensive health services to students within a participating school. Students can be treated for acute or chronic illnesses, receive screenings for vision, hearing and dental matters, and can receive counseling on health topics to build healthy habits and prevent injury.

### 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** | 3,789,643 | 20% | 757,929 |

## 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** | Formative, summative, diagnostic and benchmark data are all utilized by the district to provide continuous monitoring of our student's progress. We have implemented Lexia Learning in K-2, NWEA MAP in K-6, Classroom Diagnostic Tools (CDTs) in grades 4-9. Accelerated Reader in Grades 7 and 8, and a series of curriculum embedded common assessments help determine the strengths and needs of our individual students. Also at the beginning of each year, disaggregated PSSA and Keystone data is analyzed to determine how well our students performed in the individual standards, anchors and eligible content on these state exams to determine any curriculum changes required to strengthen the areas where our students did not perform well. |
| **Opportunity to learn measures (see help text)** | We use these data outlined above to provide the evidence necessary to rewrite curriculum, purchase research-based interventions, provide targeted interventions both during and after school, and provide an individualized education plan for each elementary student to provide additional enrichment/remediation opportunities in an effort to close the achievement gap and arrest/reduce learning loss experienced because of the pandemic. |
| **Jobs created and retained (by number of FTEs and position type) (see help text)** | Using the available funding, we added a new Title I teacher to provide additional support to our elementary buildings. The educational interruptions caused by the pandemic have demonstrated the excessive need for additional support for our most vulnerable students. The addition of personnel will alleviate the overburden placed on our present faculty and allow for more time allotted to work with these special needs with the goal of closing the achievement gaps. |
| **Participation in programs funded by ARP ESSER resources (e.g., summer and** | We have and will continue to provide afterschool and summer programs at both the Carlynton JSHS and both elementary buildings designed to make up for lost instructional time and lack of student engagement during the times of remote learning. These targeted interventions by grade level or courses are designed to reverse the learning loss students experienced by ensuring that each grade level content focal points are sufficiently |

| | **Data Collection and Analysis Plan (including plan to disaggregate data)** |
|---|---|
| **afterschool programs)** | emphasized to ensure the students gain skills and understanding of these topics. The goal of these programs are to not leave students unprepared for the challenges of future grade level content and courses. |

**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**

$3,789,643.00

**Allocation**

$3,789,643.00

**Budget Over(Under) Allocation**

$0.00

### INSTRUCTION EXPENDITURES

| Function | Object | Amount | Description |
|---|---|---|---|
| 1000 - Instruction | 600 - Supplies | $764,053.00 | Upgrade to the most current researched based, standards aligned curriculum and classroom materials to mitigate student learning loss district wide. |
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 600 - Supplies | $30,000.00 | Furniture to support social distancing in the SHOP large instructional classroom setting at the Jr Sr High School to mitigate the spread of viruses |
| 1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY | 600 - Supplies | $90,338.00 | Classroom furniture to support social distancing district wide to mitigate the spread of viruses |
| 1000 - Instruction | 600 - Supplies | $37,175.00 | Student Laptop replacements to support remote and in-person learning |

| Function | Object | Amount | Description |
|---|---|---|---|
| 1000 - Instruction | 300 - Purchased Professional and Technical Services | $3,479.00 | COGAT Universal Technolgoy Assessment to assist in mitigating learning loss |
| 1000 - Instruction | 100 - Salaries | $35,200.00 | Ater school tutoring to assist in mitigating student learning loss |
| 1000 - Instruction | 200 - Benefits | $7,598.00 | Associated benefits for after school tutoring to asist in mitigating student learning loss |
| 1000 - Instruction | 100 - Salaries | $62,500.00 | Salary to assist in mitigating student learning loss instruction in mathematics and reading at the elementary level |
| 1000 - Instruction | 200 - Benefits | $25,700.00 | Associated benefits to assist in mitigating student learning loss instruction in mathematics and reading at the elementary level. |
| 1000 - Instruction | 100 - Salaries | $28,000.00 | Salaries to provide for currirulum writing district wide to assist in mitigating learning loss |
| 1000 - Instruction | 200 - Benefits | $6,104.00 | Benefits for associated curriculum writing activites to assist in mitigating learrning loss |
| | | | Contracted |

| Function | Object | Amount | Description |
|---|---|---|---|
| 1000 - Instruction | 300 - Purchased Professional and Technical Services | $3,500.00 | professional development to implement curriculum revisions to assist in mitigating learning loss of unique populatioms district wide |
| 1000 - Instruction | 300 - Purchased Professional and Technical Services | $15,896.00 | Contracted professional development to implement curriculum revisions to assist in mitigating learning loss district wide |
| 1000 - Instruction | 100 - Salaries | $65,000.00 | Secondary summer school programming to assist in mitigating student learning loss |
| 1000 - Instruction | 200 - Benefits | $15,000.00 | Benefits for secondary summer school programming to assist in imitigating student learning loss |
| 1000 - Instruction | 500 - Other Purchased Services | $10,000.00 | Transportation for secondary summer school programming to assist in mitigating student learning loss |
| | | **$1,199,543.00** | |

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

### BUDGET OVERVIEW

**Budget**

$3,789,643.00

**Allocation**

$3,789,643.00

**Budget Over(Under) Allocation**

$0.00

### NON-INSTRUCTIONAL EXPENDITURES

| Function | Object | Amount | Description |
|---|---|---|---|
| 4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES | 400 - Purchased Property Services | $275,000.00 | Carnegie Elementary Gymnasium HVAC Project |
| 4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES | 400 - Purchased Property Services | $125,000.00 | Jr Sr HIgh School Locker Rooms HVAC Project |
| 4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES | 400 - Purchased Property Services | $260,000.00 | Jr Sr High School Natatorium Roof Project |
| 4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES | 400 - Purchased Property Services | $1,000,000.00 | Crafton Elementary Window Project |
| 4000 - FACILITIES | | | |

| Function | Object | Amount | Description |
|---|---|---|---|
| ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES | 400 - Purchased Property Services | $45,000.00 | Carnegie/Crafton HVAC Control Panel Project |
| 4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES | 400 - Purchased Property Services | $50,000.00 | Jr Sr High School Window Project |
| 2100 - SUPPORT SERVICES – STUDENTS | 300 - Purchased Professional and Technical Services | $195,000.00 | Jr Sr High School Chill Room Project contract with Allegheny Health Network to support student and staf mental health |
| 2100 - SUPPORT SERVICES – STUDENTS | 300 - Purchased Professional and Technical Services | $195,000.00 | Carnegie Elementary Chill Room Project contracted with Allegheny Health Network to support student and staff mental health |
| 2100 - SUPPORT SERVICES – STUDENTS | 300 - Purchased Professional and Technical Services | $65,000.00 | Crafton Elementary Chill Room Project contracted with Alegheny Health Network to support student and staff mental health |
| 2100 - SUPPORT SERVICES – STUDENTS | 300 - Purchased Professional and Technical Services | $35,000.00 | Contracted mental health services with Wesley Family at for students at Crafton Elementary |

| Function | Object | Amount | Description |
|---|---|---|---|
| 2100 - SUPPORT SERVICES – STUDENTS | 300 - Purchased Professional and Technical Services | $150,000.00 | Contracted student mental health services with Allegheny Health network district wide |
| 2100 - SUPPORT SERVICES – STUDENTS | 600 - Supplies | $25,100.00 | Supplies to support the addition of the Chill Project at Crafton Elementary to support student and staff mental health |
| 2100 - SUPPORT SERVICES – STUDENTS | 100 - Salaries | $90,500.00 | Salary to support a guidance counselor to increase mental health services at the elementay level |
| 2100 - SUPPORT SERVICES – STUDENTS | 200 - Benefits | $19,500.00 | Associated employee benefits to support a guidance counselor to increase mental health services at the elementay level |
| 2300 - SUPPORT SERVICES – ADMINISTRATION | 300 - Purchased Professional and Technical Services | $30,000.00 | Litigation services to support district side COVID-19 services |
| 2500 - Business Support Services | 600 - Supplies | $30,000.00 | Automated workflow sysems to facilitate district wide expenditures |
|  |  | **$2,590,100.00** |  |

## 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** | $190,700.00 | $54,402.00 | $22,875.00 | $0.00 | $10,000.00 | $801,228.00 | $0.00 | $1,079,205.00 |
| **1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY** | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $120,338.00 | $0.00 | $120,338.00 |
| **1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY** | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| **1300 CAREER AND TECHNICAL EDUCATION** | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| **1400 Other Instructional Programs – Elementary / Secondary** | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| **1600 * ADULT EDUCATION PROGRAMS** | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| **1700 Higher Education Programs** | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| **1800 Pre-K** | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| **2000 SUPPORT SERVICES** | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 |
| **2100 SUPPORT SERVICES – STUDENTS** | $90,500.00 | $19,500.00 | $640,000.00 | $0.00 | $0.00 | $25,100.00 | $0.00 | $775,100.00 |
| **2200 Staff Support** | $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 |
|---|---|---|---|---|---|---|---|---|
| Services | | | | | | | | |
| 2300 SUPPORT SERVICES – ADMINISTRATION | $0.00 | $0.00 | $30,000.00 | $0.00 | $0.00 | $0.00 | $0.00 | $30,000.00 |
| 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 | $30,000.00 | $0.00 | $30,000.00 |
| 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 | $1,755,000.00 | $0.00 | $0.00 | $0.00 | $1,755,000.00 |

| | 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 |
|---|---|---|---|---|---|---|---|---|
| | $281,200.00 | $73,902.00 | $692,875.00 | $1,755,000.00 | $10,000.00 | $976,666.00 | $0.00 | $3,789,643.00 |
| | | | | Approved Indirect Cost/Operational Rate: 0.0000 | | | | $0.00 |
| | | | | Final | | | | $3,789,643.00 |