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 completed Fall, Winter, and Spring diagnostics comparing student data. The results were also compared to prior years' diagnostic data. The diagnostics included curriculum assessments, iReady, IXL, AIMS Web, and Acadience. This helped the district make informed decisions in regards to learning loss and unfinished learning. The Students and staff completed a survey at the end of the year which also provides data that will support the districts 21/22 academic recovery process. Diagnostic assessment during the 2021 school year will continue to inform the district about the loss of learning.
Chronic Absenteeism	The school district's Admin Plus program was used to create attendance reports. These reports were used to identify chronic absenteeism in students. Letters were sent home to parents/guardians of these students. Phone calls were made personally by the administration. The school district had the Outreach worker communicate with these families to identify supports that could be provided to improve attendance. Students were also addressed about the importance and effect on academics. Attendance improvement plan meetings were held with guardians. If the absenteeism continued, the district filed with the magistrate. Truancy hearings were held with the magistrate and the family. Diagnostic data was used to determine and compare the students with high truancy rates with those who have low truancy rates and its effects on academics. Weekly and monthly rewards were given to students for good performances. Surveys were completed at the end of the school year. The information provided by the survey will help plan the next school year. These same strategies will be used going forward.
Student Engagement	Teachers and administrators continually communicated with the families and students supporting strong levels of engagement during the pandemic. The administration continually made phone calls and sent letters to foster increased levels of student engagement.. Students were encouraged to return from face to face instruction anytime there was poor academic performance, engagement, attendance, challenges, or issues, The district made every effort to ensure our students could maintain in-person learning to the maximum extent possible. Additionally, we used our Social Worker and our Outreach worker to communicate with the student and the family. They evaluated and provided any supports the families needed including mental health services. Weekly and monthly incentives were rewarded to students. We measured engagement through the completion of the online academics and through direct engagement between student and teacher..
	Teachers, social workers, guidance counselors, administrators, and the

	Methods Used to Understand Each Type of Impact
Social-emotional Well-being	outreach worker, continually monitored students and families to determine social emotional needs. Our SAP team monitored students as well as our Child Study Team. Referrals were made and a specialist met with families to determine any mental health needs.
Other Indicators	We developed a system of contact tracing within our district that proved to be efficient and effective as a mitigation effort for our students and community. We were forced to pivot to virtual when students tested positive due to contracting the virus outside of the community. Our students and staff did an excellent job following covid protocol according to our Health and Safety plans.

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 completed the Fall, Winter, and Spring benchmarks. The data from these diagnostics were compared and used to create a supportive path for bridging the gap. We provided an Outreach worker to meet with the families. The Outreach worker acted as a liaison providing communication between the school and families, identifying supports needed for the families, and bringing the families immediate necessities. The outreach worker also made connections for the families and other agencies. Attendance and grades were tracked as the Outreach worker assisted the families. A technology survey was completed at the beginning of the school year to determine what services families would need to support students should there be a need to pivot to virtual. The district provided all 2nd - 12th grade students with chromebooks while K - 1st grades received tablets. These devices were taken home to ensure continuity. Parents were also provided a wifi hotspot if internet access was needed.
	Aims Web, and other diagnostics are given to students to identify learning gaps. Progress

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	monitoring was completed by the Special Ed. teachers. This information identified the learning gaps and the unfinished learning. Teachers made new accomodations in the learning program for the students. The Child Study team consisting of the Special Ed. Director, the school psychologist, the Social Worker, the Guidance Counselor, the Reading Specialist, the classroom teacher, and the principal, met to discuss the best path for the student. Strategies for support were and will continue to be put in place and monitored for success. Adjustments are continually made until the student achieves academic goals. When appropriate,the student is evaluated and given specially designed instruction.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	Due to concerns from covid, parents continually pivoted children from face to face instruction, to virtual school, to private cyber schools, back to virtual school. This created a loss of instructional time. The district collaborated with parents providing data proving the negative impact on their child's education,as a result of the pandemic. This collaboration proved to be beneficial as many students returned to in person learning. Additionally, we removed as many barriers as possible. We provided students with chromebooks, wifi hotspots, tutoring, and Summer enrichment. Teachers provided step-by-step directions to assist parents and students to ensure continuity of education. The outreach worker and social worker connected with families and students to provide continuity of education.

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
	The district Social worker and school Outreach worker provided Social and

	Strategy Description
Strategy #1	Emotional Support service to students and families, specifically focusing on low-income families, children with disabilities, students experiencing homeless, or if in foster care that were impacted by the pandemic. These services fostered school engagement, connection to community resources, provided various meal programs and ensured various resources were available to families.

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

☑ **Academic impact of lost instructional time**

☑ **Chronic absenteeism**

☑ **Student engagement**

☑ **Social-emotional well-being**

☐ **Other impact**

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

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

☑ **Students from low-income families**

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

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

☐ **English learners**

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

☑ **Students experiencing homelessness**

☑ **Children and youth in foster care**

☐ **Migrant students**

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

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

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	The I.D.E.A. students are identified through the child study process. The child study team helps identify students in need of extra supports academically. These supports are put into place and monitored. Along with this process, we then provide social skills groups for students to learn to interact with others appropriately. When the district pivoted to remote learning or if students were quarantined or isolated, students used the same online program at home.

    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	Students who demonstrated concerns related to attendance were an additional focus of the district during the pandemic. The district worked with families to engage families and bring them back to the district face to face. The district provided wifi hot spots to help families connect. We offered technology support to help with connectivity and ensure continuity of education. Teachers provided step-by-step directions to help families complete work. Social workers and Outreach workers were sent to homes to provide step-by -step instruction and help with any other needs of the families. The district provided traditional paper materials and resources for the few students who were unable to connect to ensure continuity of education. Nurses constantly communicated with families to provide information on quarantine dates and available dates to return. Nurses constantly communicated with doctors and the DOH regarding dates for student's return.

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

☑ **Academic Impact of Lost Instructional Time**

☑ **Chronic absenteeism**

☑ **Student engagement**

☑ **Social-emotional well-being**

☐ **Other impact**

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

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

☑ **Students from low-income families**

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

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

☐ **English learners**

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

☑ **Students experiencing homelessness**

☑ **Children and youth in foster care**

☐ **Migrant students**

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

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

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

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

4. Stakeholder Engagement

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

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

The district has and will continue to engage various stakeholders groups through collaboration with the curriculum board committee, comprehensive plan committee, stakeholders surveys and various levels of personal engagement to assess the best use of ARP funds. The information learned through this process has guided this district through the development of this plan. The district provided a presentation which discussed the issues facing the district and planning for the future. Meetings with all stakeholders will continue throughout the summer and school year.include which included a collaborative plan to address learning loss and future course offerings. .

5. Use of Stakeholder Input

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

The district has collected surveys, engaged with various stakeholder groups including the Curriculum board committee and the Comprehensive Planning Committee, and the Pandemic team to assess the various needs of the district response to the pandemic. The district has and will continue to collaborate with stakeholders to assist in guiding the district forward in response to the pandemic. As a result of collaboration, the importance of ensuring employment of existing staff/hiring of additional staff as an effort to improve the student-teacher ratios has surfaced as an important component

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 district developed the plan based on feedback from various stakeholder groups and survey results. The district will make the plan available for public review on our website. The plan is written in a language that parents/caregivers can understand and will be provided in alternate format upon request by a parent/caregiver who is an individual with a disability.

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

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

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

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

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

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

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

The response must include:

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

To ensure the continuity of education the district purchased a remote instruction platform that supported remote learning when the district was required to close as a result of the pandemic. K-12 afterschool programs, Summer programs and skill focused tutoring programs will be designed to assist students in bridging their learning loss. The students will be assessed by using the benchmark tests in the Fall, Winter, and Spring. The data will be collected and evaluated. Academic areas of need for students will be identified and instructed. Due to a large gap in the learning loss that was exacerbated by the pandemic, the district will be purchasing a new math series. This series provides instruction to support students in developing understanding in conceptual concepts through problem-based instruction, small-group interaction and visual learning. Students will also be supported with the digital program that provides daily drills and practice based on the results of the skills based diagnostics. Additionally, Social and Emotional Learning programs will help improve academic achievement and social interactions. Social and Emotional learning helps individuals develop competencies that last a lifetime. Social and Emotional Programs will be designed for students and families. Students involved in SEL programs have better behavior in class, attitudes about themselves and school, and an increased ability to handle stress. Additionally, Social and Emotional Learning programs will help improve academic achievement and social interactions. SEL helps individuals develop competencies that last a lifetime. Social and Emotional Programs will be designed for students and families. Students involved in SEL programs have better behavior in class, attitudes about themselves and school, and an increased ability to handle stress.

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 Wyalusing Area School District will use the funds to support the continuity of services and the continuation of employing existing staff, more specifically utilizing the funds for payments for benefits for employees to ensure appropriate student to teacher ratios that support the academic achievement of those experiencing learning loss. Providing a continuity of services to bridge the learning gap and create an environment of Social and Emotional wellbeing demands

a need for staff to be readily available. Staff will ensure students environment is safe and clean. The list of staff will include teachers, aides, secretaries, administration, social workers, counselors, outreach workers, transportation, nutrition, technology, and maintenance. The district focuses on keeping students in school for face to face instruction. The Health and Safety plan will be adhered to for procedures, cleaning and tracing efforts. The student body achieves more academically when in school, then virtual. Additionally, students miss less days when they are face to face. When students are required to work virtually, the school district's technology department provide chrome books, hot spots, and technology services.

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)**

NA

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	2,420,334	20%	484,067

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	Fall, Winter, and Spring baselines and diagnostics will be completed through Acadience, IXL, Fall, Winter, and Spring baselines and diagnostics will be completed through Acadience, IXL, Successmaker, and AIMSweb. I.D.E.A. students will be progressed bi-weekly. This data will be used to determine student's growth/loss. Students with high absenteeism will be compared to students will low absenteeism.
Opportunity to learn measures (see help text)	Through surveys for parents, staff, and students, the district will be able to learn and access information to improve the learning path the school will provide for students and staff. The staff will receive professional development related to the teaching of math, social and emotional supports, google classrooms, and literacy based trainings.
Jobs created and retained (by number of FTEs and position type) (see help text)	Wyalusing Area School District will be adding a new first grade position and a new business information and technology teacher, bringing the total number of professional staff to 91. This postion will allow for reduced class sizes. ARP funds will allow the district to have smaller number in the classroom allowing the teachers to have more effective time to address learning loss and social emotional learning. ARP funds allow the district to retain all employees and add two additional teachers and one aide. ARP funds will also support increasing special education support services. The district also hired a new Social Worker who will be providing services to students and their families. Social workers enhance students emotional well-being and improve overall academic performance.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	All first grade students for the 2021/2022 year and future years will benefit with the smaller class sizes. The district has developed Summer enrichment opportunities for students that address learning loss as well as after school opportunities. Students will be provided transportation and meals as an opportunity to increase engagement. Students will also have more elective opportunities at the high school.

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

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

☑

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

☑

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

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

☑

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

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

☑

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

☑

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

☑

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

☑

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

☑

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

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

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

☑

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

☑

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

☑

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

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

☑

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

☑

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

☑

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

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

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

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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

$2,422,056.00

Allocation

$2,422,056.00

Budget Over(Under) Allocation

$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	$1,336,340.72	Medical benefits for 71 staff members at Wyalusing Area School District
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	$125,629.00	In-house cyber program expenses
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	$134,351.71	EnVision Math Curriculum
1300 - CAREER AND TECHNICAL EDUCATION	200 - Benefits	$71,193.96	Medical benefits for Wyalusing Area School District employees
		$1,667,515.39	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

$2,422,056.00

Allocation

$2,422,056.00

Budget Over(Under) Allocation

$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	$93,375.00	SEL= Salary for new full time social worker
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$74,365.12	Medical benefits for 4 staff members at Wyalusing Area School District
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	$48,211.29	Medical benefits for the new full time social worker at Wyalusing Area School District
2200 - Staff Support Services	200 - Benefits	$95,889.80	Medical benefits for 4 staff members at Wyalusing Area School District
2200 - Staff Support Services	200 - Benefits	$70,000.00	EnVision Math professional development, Summer School and other learning loss teacher pay

Function	Object	Amount	Description
2200 - Staff Support Services	600 - Supplies	$12,500.00	Social/Emotional Curriculum & Google Upgrade
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	$183,079.12	Medical benefits for 9 staff members at Wyalusing Area School District
2400 - Health Support Services	200 - Benefits	$48,437.20	Medical benefits for 2 staff members at Wyalusing Area School District
2500 - Business Support Services	200 - Benefits	$100,396.20	Medical benefits for 5 staff members at Wyalusing Area School District
2800 - Central Support Services	200 - Benefits	$24,189.44	Medical benefits for 1 staff members at Wyalusing Area School District
3200 - Student Activities	200 - Benefits	$4,097.44	Medical benefits for 1 staff members at Wyalusing Area School District
		$754,540.61	

Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	$0.00	$1,336,340.72	$0.00	$0.00	$125,629.00	$134,351.71	$0.00	$1,596,321.43
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	$71,193.96	$0.00	$0.00	$0.00	$0.00	$0.00	$71,193.96
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	$93,375.00	$122,576.41	$0.00	$0.00	$0.00	$0.00	$0.00	$215,951.41
2200 Staff Support Services	$0.00	$165,889.80	$0.00	$0.00	$0.00	$12,500.00	$0.00	$178,389.80

	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
2300 SUPPORT SERVICES – ADMINISTRATION	$0.00	$183,079.12	$0.00	$0.00	$0.00	$0.00	$0.00	$183,079.12
2400 Health Support Services	$0.00	$48,437.20	$0.00	$0.00	$0.00	$0.00	$0.00	$48,437.20
2500 Business Support Services	$0.00	$100,396.20	$0.00	$0.00	$0.00	$0.00	$0.00	$100,396.20
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	$24,189.44	$0.00	$0.00	$0.00	$0.00	$0.00	$24,189.44
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	$4,097.44	$0.00	$0.00	$0.00	$0.00	$0.00	$4,097.44
3300 Community Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
	$93,375.00	$2,056,200.29	$0.00	$0.00	$125,629.00	$146,851.71	$0.00	$2,422,056.00

	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
					Approved Indirect Cost/Operational Rate: 0.0000			$0.00
					Final			$2,422,056.00