

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	Elementary Literacy K-2 are assessed using STAR Reading, Freckle; Grades 3-5 are assessed using CDT; Grades K-5 are assessed using IRLA; Elementary Math K-2 are assessed using STAR Math, Freckle; Grades 3-5 are assessed using CDT; Secondary Literacy 6-12 are assessed using CDT; Secondary Math 6-12 are assessed using CDT and IXL; All Grades & Content Areas Are assessed using common assessments by unit.
Chronic Absenteeism	We are: engaging in constant data collection and disaggregating data; sharing chronic absenteeism data with building level and district level stakeholders; developing a chronic absenteeism letter to share with families to reflect number and dates of excused and unexcused absences; developing data briefings for Cabinet by level; providing building-level attendance incentives; developing district-wide attendance incentives; and engaging parents in attendance conversations.
Student Engagement	We are completing instructional rounds to assess rigor, using trend tracker. We also use the iObservation system and have access to teacher-reported reader engagement in IRLA for Grades K-5.
Social-emotional Well-being	We are: using community circles to build relationship with students and teachers; increasing the use of proactive and preventative strategies to reduce likelihood of students needing intensified supports; collecting student data to intensify supports as needed for small groups and individual students; and increasing the use of advanced tiered supports to meet student needs.
Other Indicators	We continue to use our internal COVID reporting process, externally-facing dashboard, and Lancaster County COVID data to understand important health trends and modify our mitigation guidelines accordingly.

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	Elementary Literacy K-2 are assessed using STAR Reading, Freckle; Grades 3-5 are assessed using CDT; Grades K-5 are assessed using IRLA; Elementary Math K-2 are assessed using STAR Math, Freckle; Grades 3-5 are assessed using CDT; Secondary Literacy 6-12 are assessed using CDT; Secondary Math 6-12 are assessed using CDT and IXL; All Grades & Content Areas Are assessed using common assessments by unit
	English learners are assessed using our

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
English learners	benchmark, WIDA MODEL, and through portfolio assessments.
Students experiencing homelessness	<p>We are assessing the impact of the pandemic on students based on the highest needs reported. The Families in Transition Program (FIT) is experiencing a high number of families being evicted due to landlords selling the rental property, leaving families with thirty (30) days to relocate. There is a lack of affordable housing in Lancaster County, which is a huge barrier and means that families are unable to find affordable, permanent housing, leaving them to pay high costs at hotels and motels. On average families, are paying \$400.00 - \$600.000 per week depending on locations. Families are in need of assistance with covering costs for hotel stays. FIT is currently serving eighteen (18) families residing in hotels or motels. We have experienced an increase of needs for emergency food boxes and personal care supplies for families residing in hotels or motels. For all current 18 families living in a hotel, they self-disclosed to our program or their child's school. Typically, they are in need of busing to get their child to school. Self-disclosure is usually what happens but at times we will also receive referrals from outside agencies or school social workers in other districts.</p>

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	Elementary Math Routines & Number Sense Routines Students engage in flexibility and fluency exercises to build number sense and conceptual understanding.

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	Elementary ELA Equitable Conference Schedule Students are getting the time with teachers they need to be successful in regards elementary literacy. For example, emergency readers are reading two or more grade levels below and receive three conferences every two weeks; at-risk students are reading a year below grade level and receive two conferences every two weeks; and on-level students receive at least one conference every two weeks.

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.

Students whose independent reading level is significantly below their grade level

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	Social-Emotional Lessons We are providing these lessons in three main formats: school-wide, targeted small groups, and intensified with individuals, on a wide-range of topics.

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.)

On November 18, 2021, the District launched a “ThoughtExchange” that asked “What are some ideas you have on how the district can best use federal ESSER funds to support our students, staff, and community over the next three (3) years?” ThoughtExchange is an online tool that enables the district to ask an open-ended question, allow participants to share their thoughts, and then view and star the thoughts of others. During the two-week period that the ThoughtExchange ran, 558 people participated and shared 696 thoughts. There were a total of 21,626 ratings of the thoughts shared. 21% of the respondents were parents or guardians, 4% were students, 71% were SDOL employees, and 4% were community members.

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)**

In order to understand stakeholder priorities, district representatives reviewed and categorized every thought. When it came to the highest number of thoughts, these were the top categories: 1. SEL/Mental Health Support; 2. Academic Support/Curricular Materials; 3. Living Wages/Staff Incentives/Appreciation; 4. Hire Intervention/Other Staff; 5. Air Quality/Ventilation/Facilities; 6. Other/Budget Related; 7. Summer/Tutoring/Afterschool/Enrichment; 8. Technology; 9. Special Education; 10. School Meals/Basic Needs/Family Support/Uniforms; 11. Hire Teachers/Reduce Class Size; 12. Other/Not Budget Related; 13. Professional Development/Coaching; 14. HR/OTEE/Admin Positions; 15. Better Cleaning Methods/Supplies/PPE. When it came to the highest rated thoughts, these were the top categories: 1. Hire Teachers/Reduce Class Size; 2. HR/OTEE/Admin Positions; 3. Living Wages/Staff Incentives/Appreciation; 4. Hire Intervention/Other Staff; 5. SEL/Mental Health Support; 6. School Meals/Basic Needs/Family Support/Uniforms; 7. Special Education; 8. Academic Support/Curricular Materials; 9. Air Quality/Ventilation/Facilities; 10. Other/Budget Related; 11. Summer/Tutoring/Afterschool/Enrichment; 12. Other/Not Budget Related; 13. Professional

Development/Coaching; 14. Technology; 15. Better Cleaning Methods/Supplies/PPE. The District then took this information and developed a comprehensive ESSER spending plan to guide these investments.

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 ESSER spending plan, based on the information outlined in the previous question, was presented at public school board meetings on December 21, 2021. The presentation used graphics and simple language to ensure that it can be understood by multiple stakeholders.

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.

High-Quality Curriculum - We will allocate resources to accelerate our curriculum gaps based on the results of our curriculum audit. Full Circle Learning - We will allocate resources to maintain and

expand an alternative program for grades K-5 to provide an instructional mode and choice for families in response to COVID. Investments include curriculum, supplies, and the full-time equivalents for the program. Innovative Staffing Models - We will allocate resources to support staffing models promoting a more equitable distribution of targeted support for our Theory of Action, MTSS (Multi-Tiered System of Supports) for both instruction and social-emotional learning. This would apply across all levels of the organization where appropriate. This could include compensation adjustments and incentives as Appropriate. Staff Mindset Training - We will allocate resources for 2.5 years of professional development for all staff to align our culture with the belief that all children can learn at high levels, and a willingness to take responsibility for figuring out how to get them there. This mindset shift will empower all staff to ask questions: What more can we do to engage and motivate our students? If our families are too stressed to provide homework help, what can we do to make sure students still get the benefits of outside-classroom work? Diversifying the Workforce - We will allocate resources for our Office of Talent and Employee Engagement to align hiring practices and develop strategies to increase diversity in our workforce including our Residency and Para-to-Teacher programming. These strategies should align with our Theory of Action taking into account the challenges with the current educational labor market. Appropriate Incentives - Using our guide from the previous school year, we would target incentives around the following: attendance incentive, recruitment incentive, and hiring incentive. The amounts and the criteria of the incentives would be tailored to need as we continue to map out the final plans for the funding. Progress Monitoring - We will identify students for services and monitor their progress through core tools, such as STAR assessments, IXL, and CDTs. Early Warning Systems - We will allocate resources to make software modifications and training for staff to use student data elements to engage students earlier to reduce absenteeism, learning loss, and student discipline.

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.

Continuity of Services - We will allocate resources: to support comprehensive community-wide efforts to support families such as childcare, out-of-school enrichment programming, and other social-emotional support; for the continuation and expansion of our middle school mentoring programs; and for professional services to expand the District's school-based therapy for underserved schools. Services include assessing the educational impact of a student's social and emotional behaviors.

This would also include support of our school-based health teams with resources to handle COVID reporting, parent engagement, and additional vaccination clinics to support community health. Access to Instruction - We will allocate resources: to support strategies to improve student attendance. These may come in the form of extra staff resources and/or appropriation of current staff based on a realignment of job expectations and to schools to implement research-based strategies to increase student motivation for learning. These could include PBIS (Positive Behavioral Interventions and Supports) rewards and offering varied experiences to differentiate learning. We will allocate resources for continued investment in our programs in order to build the capacity of adults through a focus on their social-emotional learning. This investment is so that our staff is equipped with the tools and strategies necessary to be emotionally well and model the SEL skills for students. This also includes additional counselor support in the preparation for the academic year. These services include additional per diem days and professional development to ensure our staff had the time and resources available to prepare for the social-emotional needs of students during the pandemic. We will allocate resources for professional development on appropriate school discipline methods and strategies that are aligned with our equity focus. We will allocate resources for various support of staff and community organizations to partner to increase family outreach during the school year and summer to re-engage families in their educational experience. This would also apply to families who have chosen alternate educational options (charter/private schools) during the pandemic. Mitigation Strategies - We will allocate resources to provide COVID testing for staff to support our layered mitigation efforts. The majority of this line item is professional services for a third party to provide the testing. We will allocate resources to provide personal protective equipment for staff, students, and community while onsite within our District buildings. This will result in a safe learning environment for students and staff. We will allocate resources to support various services, software, and supplies to support ongoing activities associated with supporting our COVID process and procedures. Examples are rental of warehouse space for our ventilation equipment, temporary accounting, human resources, and project management software. Facilities Improvements - We will allocate resources for prior-approved capital-related expenditures. These include minor capital expenditures for A/C for our non-renovated buildings and major capital expenditures for the renovation of our HVAC and electrical systems for two buildings in our Phase 4 project schedule.

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)**

All CSI and ATSI schools in the School District of Lancaster are utilizing evidence based strategies, as part of their approved School Improvement Plans. All strategies were highly rated in the PA Evidence Resource Center or the What Works Clearinghouse per the directions in the Future Ready Comprehensive Planning Portal. Strategies selected targeted Job Embedded Professional Development, Effective Teacher Professional Development, Engaging Instructional Teams in Assessing and Monitoring Student Mastery, Enhanced Reading Opportunities, Explicit and Systematic Intervention Instruction, Positive Behavioral Interventions and Supports, and Comprehensive School Counseling Programs. In developing plans for the 2022-2023 school year, each school will focus specifically on the Evidence Resource Center strategies specific to Aligned Curriculum, Assessment, and Instruction and Identify and Address Individual Student Learning Needs, as part of the PA Essential Practices. These practices were selected based on an audit of

curriculum, resources, and assessments and the need to provide robust intervention in Math and ELA to low performing students.

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	42,389,317	20%	8,477,863

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	All academic and instructional data referenced in this application is disaggregated by student group, reviewed, and discussed on a regular in avenues, such as: Data-Driven Instruction (DDI) meetings, team meetings, Principal Action Team meetings, and Theory of Action Priority Team meetings. Supported by a Key Results Team, our Theory of Action Priority Teams use a combination of Smartsheet and 5Lab to monitor mutually-agreed upon key results and drill down by subgroup to better understand the impact of interventions and supports.
Opportunity to learn measures (see help text)	The Office of Technology monitors the number of iPads that have been assigned to and distributed to students. When necessary, they have the capacity to monitor individual student iPad sessions and application usage via the ClassLink software. Our instructional technology team uses Nearpod, Classkick, Schoology, and Seesaw data to determine professional development needs and to monitor whether teachers are completing their required digital citizenship lessons. Teacher professional development on the use of technology is monitored using our Frontline professional growth software. We work with the Center for Opinion Research at F&M to distribute, collect, and analyze our student, staff, and parent surveys.
Jobs created and retained (by number of FTEs and position type) (see help text)	The Office of Business & Operations uses a master position control process to catalog all positions, including those created or retained as a result of ESSER funds.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	The Office of Teaching & Learning tracks daily Extended Day Program student participation through Lead Tutors’ data entry into Synergy. Summer participation is tracked through shared Google Sheets maintained by each program.

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 LEA¹. 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.

¹Calculations 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

\$42,389,317.00

Allocation

\$42,389,317.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$630,000.00	Extra Pay for LEA and Hourly Staff at 20 Buildings for expansion and continuation of our summer instructional and enrichment programs. This investment provides enhanced compensation for staff, expanded service providers, and new curriculum and supplies to address achievement gaps.
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$268,380.00	Benefits include Resources allocated for expansion and continuation of our summer instructional and enrichment programs. This investment provides enhanced compensation for staff, expanded service providers, and new curriculum and supplies to address achievement gaps.

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Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	300 - Purchased Professional and Technical Services	\$105,000.00	Contracted resources allocated for expansion and continuation of our summer instructional and enrichment programs with service providers, and outside community partnerships..
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$46,600.00	Other instructional programs supplies for summer and afterschool programs including summer curriculum that aligns to school year curriculum and state standards ARC, Summer Solutions, Math for Love and Illustrative Math.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$589,900.00	Resources allocated to maintain and expand an alternative program for grades K-5 to provide an instructional mode and choice for families in response to COVID. Investments include curriculum, supplies, and the full-time equivalents for the program.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$347,000.00	Benefits allocated to maintain and expand an alternative program for grades K-5 to provide an instructional mode and choice for families in response to COVID. Investments include curriculum, supplies, and the full-time equivalents for the program.

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$624,600.00	Resources allocated to maintain and expand an alternative program for grades K-5 to provide an instructional mode and choice for families in response to COVID. Investments include curriculum, supplies, and the full-time equivalents for the program.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$296,600.00	Resources allocated to maintain and expand an alternative program for grades K-5 to provide an instructional mode and choice for families in response to COVID. Investments include curriculum, supplies, and the full-time equivalents for the program.
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$4,671,000.00	Resources allocated for expansion and continuation of our summer instructional and enrichment programs. This investment provides enhanced compensation for staff, expanded service providers, and new curriculum and supplies to address achievement gaps.
			Resources allocated for expansion and continuation of our summer instructional and enrichment

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Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	200 - Benefits	\$1,989,846.00	programs. This investment provides enhanced compensation for staff, expanded service providers, and new curriculum and supplies to address achievement gaps.
1400 - Other Instructional Programs – Elementary / Secondary	300 - Purchased Professional and Technical Services	\$978,000.00	Resources allocated for expansion and continuation of our summer instructional and enrichment programs. This investment provides enhanced compensation for staff, expanded service providers, and new curriculum and supplies to address achievement gaps.
1400 - Other Instructional Programs – Elementary / Secondary	500 - Other Purchased Services	\$130,000.00	Resources allocated for expansion and continuation of our summer instructional and enrichment programs. This investment provides enhanced compensation for staff, expanded service providers, and new curriculum and supplies to address achievement gaps.
			Resources allocated for expansion and continuation of our summer instructional and enrichment

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Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	600 - Supplies	\$153,574.00	programs. This investment provides enhanced compensation for staff, expanded service providers, and new curriculum and supplies to address achievement gaps.
		\$10,830,500.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$42,389,317.00

Allocation

\$42,389,317.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2000 - SUPPORT SERVICES	600 - Supplies	\$7,500,000.00	Evidence Based Resources allocated to accelerate our curriculum gaps in Math and Reading based on a curriculum audit
2500 - Business Support Services	300 - Purchased Professional and Technical Services	\$50,000.00	Temporary help to assist with accounting work and reporting in central offices.
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$3,540,000.00	Contracted Resources allocated to schools to implement research-based strategies to increase student motivation for learning, expansion of mentoring program, investment in programs in order to build the capacity of adults through a focus on their social-emotional learning. Also to include additional counselor support and comprehensive community-wide efforts to support families such as childcare, out-of-

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Function	Object	Amount	Description
			school enrichment programming, and other social-emotional support.
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$10,000.00	Other supplies needed for the mentoring, community collaborations, and school based health services.
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$150,000.00	Additional Counselor Per Diem days to support schools to implement research-based strategies to increase student motivation for learning, expansion of mentoring program, investment in programs in order to build the capacity of adults through a focus on their social-emotional learning. Also to include additional counselor support and comprehensive community-wide efforts to support families such as childcare, out-of-school enrichment programming, and other social-emotional support.
			Resources allocated to support staffing models promoting a more equitable distribution of targeted support for our Theory of Action, MTSS (Multi-Tiered System of Supports) for both

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Function	Object	Amount	Description
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$1,262,600.00	instruction and social-emotional learning. Also to include resources allocated for our Office of Talent and Employee Engagement to align hiring practices and develop strategies to increase diversity in our workforce including our Residency and Para-to-Teacher programming.
2500 - Business Support Services	600 - Supplies	\$50,000.00	Resources allocated to support various services, software, and supplies to support ongoing activities associated with supporting our COVID process and procedures as well as project mgmt software.
2600 - Operation and Maintenance	400 - Purchased Property Services	\$650,000.00	Resources allocated primarily for the rental of warehouse space for our ventilation equipment and other PPE for 1 year.
2600 - Operation and Maintenance	600 - Supplies	\$100,000.00	Resources allocated for personal protective equipment for staff, students, and community while onsite within our District buildings.
2800 - Central Support Services	100 - Salaries	\$815,000.00	Resources allocated towards attendance, recruitment, and hiring incentives. In addition, resources will be allocated for various support of staff and community

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Function	Object	Amount	Description
			organizations to partner to increase home visits during school year and summer to re-engage families in their educational experience.
2800 - Central Support Services	200 - Benefits	\$347,190.00	Benefits for allocated towards attendance, recruitment, and hiring incentives. In addition, resources will be allocated for various support of staff and community organizations to partner to increase home visits during school year and summer to re-engage families in their educational experience.
2800 - Central Support Services	300 - Purchased Professional and Technical Services	\$500,000.00	Contract for COVID Testing for 1600 employees in district.
3300 - Community Services	300 - Purchased Professional and Technical Services	\$114,710.00	Resources allocated to support comprehensive community-wide efforts to support families such as childcare, out-of-school enrichment programming, and other social-emotional support. In addition, resources will be allocated for various support of staff and community organizations to partner to increase home visits during school year and summer to re-engage families in their educational experience.
			Other supplies needed

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Function	Object	Amount	Description
3300 - Community Services	600 - Supplies	\$5,000.00	for our Family Outreach and Community Collaboration initiatives such as paper and educational supplies.
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$16,464,317.00	Resources allocated for capital-related expenditures. These include capital expenditures for air conditioning for our non-renovated buildings (\$1,500,000). In addition, resources will be allocated to other capital expenditures for the renovation/construction of our HVAC and electrical systems for two of our buildings (\$15,000,000), which allow us to maintain conditioned spaces for all students within the building and bring parity with our other elementary schools in the district.
		\$31,558,817.00	

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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	\$589,900.00	\$347,000.00	\$0.00	\$0.00	\$624,600.00	\$296,600.00	\$0.00	\$1,858,100.00
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	\$5,301,000.00	\$2,258,226.00	\$1,083,000.00	\$0.00	\$130,000.00	\$200,174.00	\$0.00	\$8,972,400.00
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	\$7,500,000.00	\$0.00	\$7,500,000.00
2100 SUPPORT SERVICES – STUDENTS	\$150,000.00	\$0.00	\$3,540,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$3,700,000.00
2200 Staff Support Services	\$0.00	\$0.00	\$1,262,600.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,262,600.00
2300 SUPPORT								

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	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 – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$50,000.00	\$0.00	\$0.00	\$50,000.00	\$0.00	\$100,000.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$650,000.00	\$0.00	\$100,000.00	\$0.00	\$750,000.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$815,000.00	\$347,190.00	\$500,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,662,190.00
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	\$114,710.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$119,710.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$16,464,317.00	\$16,464,317.00
	\$6,855,900.00	\$2,952,416.00	\$6,550,310.00	\$650,000.00	\$754,600.00	\$8,161,774.00	\$16,464,317.00	\$42,389,317.00
	Approved Indirect Cost/Operational Rate: 0.0443							\$0.00
	Final							\$42,389,317.00

