

## **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?

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Academic Impact of Lost Instructional Time</b>	In 2020-2021 we have utilized the STAR 360 Reading and Math Benchmark to assess students in the areas of Math and Reading throughout the district and will continue to do so this year. In Grades K-3, they also have used Dibels Benchmarking and will continue to do so this year. We have also used the core instruction assessments (Eureka Math and Wonders Reading) at the Elementary Level to assess students learning loss.
<b>Chronic Absenteeism</b>	Student attendance is monitored using student databases (ProSoft and Edinsight) by administration, teachers and Home School Visitor. Schools have also created postcards and tier 2 interventions to focus on particular students in decreasing chronic absenteeism. Each building have also teamed up with the AIU to have monthly attendance meetings to discuss ways to improve attendance.
<b>Student Engagement</b>	Student engagement will be monitored through student attendance, teacher observations and discipline referrals. We believe maintaining student engagement can be managed using these three strategies. Engaging students in the post-pandemic era will be challenging and resuming students to consistent routines will be managed by all faculty, staff and families.
<b>Social-emotional Well-being</b>	In the past, the district has utilized the counseling department, school psychological services, as well as community partnerships. At this time, the Primary Center will be following through with the Teamology SEL program, Upper Elementary will be adopting the implementation of Classroom Champions and the High School will be looking into adopting a program for later in the 2022-2023 school year. The research is leading to purchasing assessments for social emotional learning as well as materials to support curricular activities geared towards social emotional learning. Assessments and curricular materials will be related to engaging the impact of social emotional learning for our students. We will also be contracting for a Social Worker position that will help with the implementation of the SEL programs, PBIS, SAP and also supporting students behavior needs.
<b>Other Indicators</b>	

**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.

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

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
<p>Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])</p>	<p>Students who have disabilities were impacted from the pandemic. Specific strategies that were used to support students with disabilities included IEP meeting reconvening, accommodations and modification review to meet students needs during the pandemic, assessment review, phone contacts, virtual meetings, differentiated instruction, co-teaching, resource centers online, special schedules for students with disabilities permitted to attend more or different hours depending on team decisions, and assistive technology. These measures will continue to be used and impacts will be measured through regular assessment, goal monitoring, regular IEP meetings, and reassessments. All team members' suggestions for each student will be taken into account to identify and measure impact for each student's individual needs.</p>
<p>Students from low-income families</p>	<p>Students with low-economic status have faced a significant impact throughout this past year. Strategies used this past year to assist with merging the gap included increased calls home to families, virtual sessions to aid parents and families with learning, and also equipping houses with hotspots for those without internet access. All students received a Chromebook to continue instruction in either all virtual or hybrid fashions. Teachers assessed students with Unit exams, DIBELs, STAR, and CDT assessments throughout the year. For this coming year, we are working to ensure the district continues its 1:1 approach with devices, needing to purchase intervention materials and continuation of benchmark assessments, and must have adequate, yearly training for staff to collect and analyze data. To aid with the social-emotional learning, elementary classrooms are in need of reimplementing Peace Corners with sensory and calming tools to aid with frustration, problem solving, or de-escalation situations.</p>
	<p>Racial and other ethnic groups have experienced a much greater negative impact to their education than other groups. Increased parent calls</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
<p>Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)</p>	<p>occurred. Every student received a chromebook, and a hotspot was issued to the household if needed. The lack of close, one-on-one attention needed was not possible through online learning. Star 360 benchmark testing was used, and will be used, in order to track student performance. Attendance was tracked through Prosoft system. Attendance postcards were mailed to households describing the importance of student attendance in school. Student schedules were taylored in order to best accommodate students' educational needs.</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
<p><b>Strategy #1</b></p>	<p>In the area of Math and Reading in Grade K-5, we are increasing the instructional class period to 120 minutes for reading and 60 mins for Math. We have also incorporated an intervention time of 45 mins. a day to provide additional support to the students. We will also look at restructuring the master schedule at each level to optimize the instructional time provided for students.</p>

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**

	<b>Strategy Description</b>
<b>Strategy #2</b>	Most Effective Strategies: Frequent check-ins at home via virtual meetings or phone calls, differentiated lessons both in non- and fully-inclusive classrooms, trainings for staff on providing tier lessons (in-person and virtually), PBIS program and incentives (in-person and virtual); opportunities for students to come to school if needed for assistance; attendance and PBIS awards; virtual and in-person sessions with School Counselor; restorative circles/morning meetings at the Upper Elementary and Primary buildings.

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
<b>Strategy #3</b>	Most effective strategies include: increased calls home, implementation of online remedial programs (IXL, Newsela, etc) in order to increase student skills. Rewards for student attendance were given. The opportunity for students to come to school for personal, one-on-one time with their teachers for extra help.

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.)

Each bi-monthly public school board meeting dedicates a portion of the meeting to public comment and public participation on topics related to the health and safety of the LEA's students. Any participation of stakeholders during this portion of the meetings is reflected and acted upon when necessary. On a broader level the LEA engages with the community development corporation, the local health department, the county-wide health department, school-based mental health providers and the county's truancy programs. Each agency meets monthly with the LEA to outline needs and delivery of services. In addition, the Chief Recovery Officer, assigned to the district from the state, has held key stakeholder meetings with district staff, administration, and board members to discuss the needs of students and the district. There was also a parent meeting held to address parent and family needs from the district. Also surveys were completed by students, parent and staff. All information gathered was used to set goals and come up with a plan.

#### **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)**

We are also in the process of developing a District Advisory Council made up of administration, board members, community and parent representatives from each building to meet monthly to discuss progress and needs of the district.

#### **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



**Project #: 223-21-0421**  
**Agency: Sto-Rox SD**  
**AUN: 103028853**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

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 LEA Plan on the Use of ARP ESSER Funds will be posted on the District's website within the 90 day period outlined by the grant. Notice will be made public using all communication avenues utilized by the LEA such as social media, public meetings and phone messaging to inform the public of the availability of the Plan's details. Upon request a copy of the LEA's Plan can be made available in languages understandable by the requested individual.

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

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

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

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

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

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

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

The response must include:

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

The implementation of a summer-school program at all three levels (primary, upper and JR/SR High School) for the 2021 and 2022 Summer. In K-6 increased Reading and Math times for instruction and also add a daily intervention time. During the intervention period, teachers will be using Research based programs to support the students. The district will continue to administer the STAR 360 and Dibels Benchmark Testing to assess the effectiveness of the interventions. We are looking to purchase new intervention programs at the Primary School (Reading Horizon) and Jr./Sr. High School (TBD) for the 2022-2023 school year. Currently the Primary Center and Upper Elementary share a Reading Specialist. For the 2022-2023 school year, we are looking to have a full time Reading Specialist in both the Elementary Schools. This will not only provide time for pull out during intervention blocks but also to provide time for co-teaching and also coaching with new teachers. For the 2022-2023 we will be adding a Math specialist to be split between the Primary and Upper to provide support for students and also co-teacher and coaching opportunities. We will also continue to provide Social Emotional Learning opportunities through the Counselors and Deans to provide supports to the students so that they are ready academically. We have put in place and will continue to grow our cyber school option for student learning. We will continue to partner with Communities in Schools to provide families with the supports that they may need. Also so that the Principals with supports through a coaching model. To help build a curriculum in all grade levels, we will be adding Department chairs for the content areas to enhance the process. B. The district will continue to use the following interventions: \*Accelerated Reading\*IXL\*Zearn\*Reading Recovery\*Check and Connect\*Read Naturally\*Reading Mastery\*Corrective Reading\*Reading Horizons--Primary CenterC. 1) The District will offer a Summer-school Program open to all students in order to assist the student's in their learning and achievement, to assist them in improving their skills, and to compensate for any lost instruction and learning that was incurred during the 2019-2020 and 2020-2021 school years. 2) The District will also offer Extended School Year (ESY) for special education students in order to assist the student's in their learning and achievement, to assist them in improving their skills, and to compensate for any lost instruction and learning that was incurred during the 2019-2020 and 2020-2021 school years. 3) The District will also offer after-school tutoring open to all students in order to provide extra assistance to students so as to assist in their learning.

#### **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 district will continue to provide the students nutrition and food services through daily food distribution and continuation of the summer food program and continuing the food service program for extended school year services for special education programming. The district will continue to sustain the communities in schools programs as well as continue to work with YAP services for absenteeism. The Principals will also work with AIU, Home School Visitor and Counselors to come up with consistent district plans to improve attendance. The district is seeking to hire another Social Worker in order to increase home and family communication and student attendance. Academic needs will be addressed via purchasing of reading recovery programs (Heggerty, Reading Horizons, Wonders supplemental materials, etc.), ensuring classrooms have adequate books and materials for core subject areas, and purchasing of the EdInsight RTI program to collect, implement, and analyze whole-group and individualized interventions. We will also be adding the following supports for academics: fulltime reading specialist/Coach in both Elementary Schools, Math Specialist shared between both elementary schools, Community Outreach Specialist, Cyber supports for online students. The district will follow outlines as recommended by the CDC as well as any state and local guidelines to follow. The district has developed a health and safety plan that it will follow as well (see health and safety plan) Currently the district is working to continue mitigation efforts for cleaning procedures in the district. The district is working with heating and cooling services for inspection in all buildings, as well as ensuring fresh air flow throughout the buildings. The district is continuing to get water bottle refill stations installed in lieu of water fountains. The district will continue to utilize the rigorous cleaning routine put in place during the pandemic.

#### **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)**

Sto-Rox Primary Center - As a school with a CSI designation, the plan will consist implementing of the following evidence-based interventions in the areas of priority for the 21-22 plan within the building. These areas include increasing Reading and Mathematics proficiency, heightening the number of regular attendance, and moving toward advanced tiers (2 and 3) of PBIS. The following interventions and plans will be vital in correlation to the success of the plan: Reading Recovery materials (Reading Horizons) Heggerty Tier 2, Wonders training, EdInsight RTI training, DIBELS, STAR) Mathematics training in SRA, STAR Math benchmarking assessment, Eureka Math training PBIS and Attendance: Social skills training, Check-in-Check-Out (CICO), Check & Connect, Attendance/PBIS meetings and postcards, SWPBIS Sto-Rox Upper Elementary--Not Applicable Sto-Rox Jr./Sr. High School- Our A-TSI Plan employs a number of researched-based strategies meant to improve student learning, attendance, and achievement. The introduction of PBIS will increase building culture, decrease student discipline, and suspensions. The use of benchmark testing through Star 360 and CDT to track student progress. The use of Xello to

increase Act 339 compliance. Attendance postcards are mailed out four (4) times per school year so as to promote and increase student attendance. Check & Connect, along with Communities in Schools and YAP in order to address chronic absenteeism.

**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)
<b>20 Percent Reservation</b>	8,407,264	20%	1,681,453

**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:

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b>	We became a one-to-one district to continue instruction during COVID-19 Pandemic. The District used Star 360, CDT, and Dibels in order to track student progress. We have also gathered data form Eureka Math and Wonders Reading Assessments and through intervention programs such as Zearn, IXL, etc.
<b>Opportunity to learn measures (see help text)</b>	The District utilized a variety of online, educational sources such as: Google classrooms, IXL, Zearn, Edinsight, Edgenuity, Newsela, Eureka Math online, Wonders Reading, Xello, Accelerated Reader, and Nearpod. The District used Google Forms in order to reach out and survey parents to understand their children’s needs. The District used Zoom in order to meet and communicate with parents.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	Through the ESSERS monies, we were able to maintain the staff that we currently have and we will be adding a few much needed positions (Reading Specialist fulltime in both elementary buildings and Math Coach,) to help assist in the learning gaps. We were also able to provide Cyber stipends to help build our online learning options for families as well as staff incentives in the areas of Attendance incentives, PBIS Coordinators, Department Chairs and Teacher bonuses. We were also able to add a part time contracted communication specialist to aid the district in providing communication with both families and the community. School Resource Officers will be added to each of the district buildings.
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	The district has offered summer school for the 2021 and will look to offer it again in Summer 2022 as well as an after school 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 LEA<sup>1</sup>. 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.

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



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



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



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



The LEA's Health and Safety Plan will include (1) how the LEA will, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance

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



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



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



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

**Section: Narratives - LEA Health and Safety Plan Upload**

**LEA HEALTH AND SAFETY PLAN**

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

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

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$8,407,264.00

**Allocation**

\$8,407,264.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$3,921,084.00	Salaries and Benefits for maintaining teaching staff to avoid furloughs due to low enrollment caused by the pandemic. 2021-2022 and 2022-2023
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$2,029,408.00	Salary and benefits for Virtual Instructors (3) for students opting out of in-person instruction, 2021-2022 and 2022 -023
1000 - Instruction	100 - Salaries	\$33,000.00	Teacher attendance incentive
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$78,000.00	Cyber stipends, PBIS stipends
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$180,000.00	Reading and Math Specilaists

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$152,200.00	Benefits for Reading and Math
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$315,612.00	Teacher contract bonuses
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$36,000.00	Department Chairs
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$351,000.00	Sub teachers
		<b>\$7,096,304.00</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$8,407,264.00

**Allocation**

\$8,407,264.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$160,000.00	Community in Schools. 2021-2022 and 2022-2023
2300 - SUPPORT SERVICES – ADMINISTRATION	300 - Purchased Professional and Technical Services	\$120,000.00	HR consultant
2300 - SUPPORT SERVICES – ADMINISTRATION	300 - Purchased Professional and Technical Services	\$34,000.00	Onboarding and policy review
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$274,712.00	School police officers
2300 - SUPPORT SERVICES – ADMINISTRATION	300 - Purchased Professional and Technical Services	\$135,000.00	Communication specialist
2300 - SUPPORT SERVICES – ADMINISTRATION	600 - Supplies	\$35,000.00	Supplies for communications
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$50,000.00	Leadership Coaching

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Function	Object	Amount	Description
2300 - SUPPORT SERVICES – ADMINISTRATION	300 - Purchased Professional and Technical Services	\$150,000.00	Career and College Counselor
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$80,000.00	Community Outreach Coordinator
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$59,572.00	Community Outreach Benefits
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$127,725.00	2 School psychologists
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$84,951.00	School psychologist benefits
		<b>\$1,310,960.00</b>	

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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	\$33,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$33,000.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$4,530,696.00	\$2,181,608.00	\$351,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,063,304.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$127,725.00	\$0.00	\$244,951.00	\$0.00	\$0.00	\$0.00	\$0.00	\$372,676.00
2200 Staff Support Services	\$0.00	\$0.00	\$50,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$50,000.00



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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
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$80,000.00	\$59,572.00	\$439,000.00	\$0.00	\$0.00	\$35,000.00	\$0.00	\$613,572.00
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$274,712.00	\$0.00	\$0.00	\$0.00	\$0.00	\$274,712.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>\$4,771,421.00</b>	<b>\$2,241,180.00</b>	<b>\$1,359,663.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$35,000.00</b>	<b>\$0.00</b>	<b>\$8,407,264.00</b>
	<b>Approved Indirect Cost/Operational Rate: 0.0000</b>							<b>\$0.00</b>

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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
							Final	\$8,407,264.00