

## **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>	Analyzing CDT (3rd - 12th grade ELA, Math, and Science) and Acadience (K-2 - Reading Fluency) data along with performance on State assessments (PSSA's and Keystones).
<b>Chronic Absenteeism</b>	Absenteeism data from our Student Information System with be analyzed from the 18-19, 19-20, and 20-21 school years and compared to determine increases or decreases in the level of absenteeism.
<b>Student Engagement</b>	Data regarding attendance, program enrollment and completion, credit attainment and grades will be analyzed and compared to school years prior to the pandemic.
<b>Social-emotional Well-being</b>	Data regarding SAP and school based OP referrals as well as inpatient stays for students.
<b>Other Indicators</b>	Parent engagement at school based functions such as open house, parent teacher conferences, etc.

**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>
Students experiencing homelessness	Students are kept in school of origin and assessment scores are attained and analyzed for growth and achievement. The summer program is available for students experiencing homelessness and transportation provided as if it were during the school year. The District will be contracting with outside agencies to develop a program that brings additional mental and behavioral health staff into the buildings to support students that are experiencing homeless. The district is also in the process of aligning curriculum in math and reading to streamline the educational experience of our

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	students and ensure we are aligned with the standards.
Students from low-income families	Assessment scores from CDT's, Acadience and/or state testing are attained and analyzed for growth and achievement. The District provided a summer program during the summer of 2021 and will continue to offer the summer program during the 2022 and summer 2023 summer. Meals and transportation were provided for students during the summer program and the District intends to continue to offer these services during the 2022 and 2023 summer program. The District will be contracting with outside agencies to develop a program that brings additional mental and behavioral health staff into the buildings to support students that are experiencing who living situations may have changed as a result of COVID and its economic impact on jobs and wages.
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Progress monitoring, CDT's and Acadience data will continue to be analyzed to drive research based instructional strategies to meet the needs of children with disabilities. The District will be contracting with outside agencies to develop a program that brings additional mental and behavioral health staff into the buildings to support students that may be struggling emotionally or academically as they return to inperson instruction. The district is also in the process of aligning curriculum in math and reading to streamline the educational experience of our students and ensure we are aligned with the standards.

### 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**.

	<b>Strategy Description</b>
<b>Strategy #1</b>	Professionally developing staff on how to analyze and interpret data to drive instruction.

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>	Increasing mental and behavioral health supports for students via the Student Assistant Program as well as contracting with local mental health agencies for additional mental and behavioral health support staff.

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>	Aligning reading and math curriculum with state standards.

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.)

School district administration met in July to review information regarding allowable expenses under ARP ESSER and began creating a 'wish list' of items that fell within the various categories, based on data trends and identified areas of need resulting from the impact of Covid. A survey was then conducted of the public in which nearly 600 parents, business owners, community members, retirees, school board members, board members of local non-profit organizations, and school district staff responded. This survey was announced via the District's notification system, as well as through social media channels via the school district and other local municipalities located within the school district boundaries. In the survey, respondents were asked to rate the categories under ARP ESSER on a scale of 1 to 5, based on their perception of the least to greatest level of need.

#### **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)**

Feedback from stakeholders was categorized based on the allowable uses section of the 2021 ARP ESSER Guidebook. Commonalities have been identified and compared to those items identified by administration. Areas that receive a rating of 3 or greater will receive some level of funding to support expenditures in those areas. Bids and quotes were then sought after to determine the financial need of the projects and determine whether the cost of the project would have a substantial enough impact on student needs to warrant the expense.



## **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)**

Upon the conclusion of finalizing stakeholder input, the final budget will be made available to the public via the district website. Projects that were completed as a result of the three ESSER grants will also be presented to the community at a Board meeting. Those meetings are recorded and available online.

## **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 Wattsburg Area School District will provide summer remediation courses to students not achieving at benchmark in reading and math during the 21-22 and 22-23 school year for grades K-8. These students will be identified through the use of Acadience data in K-3 and CDT data in 3rd-8th grade. At the high school level, students will attend the summer program for credit recovery purposes. The District believes that students who are not meeting benchmarks in these assessments, and/or not earning the appropriate credits would encompass those students that have been disproportionately impacted by Covid either through attendance issues, mental health concerns, or engagement in school activities (cyber or otherwise). In K-3, students will be using Foundations, a Wilson Language program focused on decoding and fluency skills to enhance their reading ability. Students will also be using specific sections from the MyView reading program as well as EL in 1st through 8th grade. In math, students will be retaught skills through the Eureka math program. Instructional strategies will include cooperative learning groups, summarizing and note taking, higher level questioning, direct instruction, scaffolding instruction, student practice, promoting metacognitive strategies, and teacher clarity. The district understands that these programs coupled with these research based strategies will greatly assist our students in achieving areas of weakness that have been identified through CDT's and Acadience. Summer staff are provided the CDT and Acadience data for their students as well as the correlating standards for the resources they are given so they can determine which areas of the resources need to be delivered. The District has not required the use of ESSER funds to identify students that are in need of support as we have already been implementing a data based instructional system. The District will be using funds to improve school culture for students in hopes of reengaging them in activities to promote well rounded students. Research shows that students that are engaged in activities outside of the academic day do better academically as well. The District has started a new campaign at the high school, One Family, One School, One Roar! Postcards were sent out to all families, including those families attending cyber, to encourage them to get engaged in after school activities that were available. Shirts were also ordered and they are to be passed out to all students that choose to participate in an activity. The District will also publish a newsletter, illustrating the activities and engaging opportunities that are taking place in our schools with hopes of reengaging families who are not bringing their children to school. Finally, the District will continue to invest in curriculum writing and professional development that focuses on analyzing data to ensure our staff are ready to meet the diverse needs of our students.

#### **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.

Our primary focus for ESSER funds includes mental health supports for students, safety and security for each of our buildings, promoting positive participation in academics as well as school activities for both students and staff, mitigation efforts, and technology. ESSER funds will be used to staff an additional SAP liaison for the district. This person will work at the middle and high school. We will also be contracting with an agency to create a refocus room at the high school to assist students with reengaging in the academic environment. This room will have a mental health worker as well as a certified teacher. The District will also be using funds to address several outdoor classroom spaces and eating areas to give students more opportunities to spread out during classroom instruction and during lunch. This will improve morale as well as assist with mitigation efforts. New security cameras, window shades, radios, and radio repeaters will be purchased along with exterior and interior signs for all of the buildings. Administration believes that these facility improvements will increase school security measures as well as assist with the mitigation of Covid by increasing the efficiency of communication measures across the district. Wraps, fence cups, and posters for the cafeteria as well as stairwells, various hallways, and outdoor areas will be purchased to encourage students to engage in healthy eating and school based activities. Some signage will also be designed to promote school spirit. The district will use funds to promote team building and boost staff morale at our opening in-service. Both the added signage as well as team building activities for staff are geared towards increasing school climate. When staff and students are encouraged to be here to work and engage in learning, barriers can be easily overcome. The district will also partially fund the replacement of a section of the elementary playground as well as a frisbee golf course near the middle school. These investments are geared towards increasing community and family involvement, again, making school a safe and engaging place to be. We are also purchasing computers and cases so the district can go one-to-one for each and every student in the district. This will increase the efficiency by which we are able to move to remote instruction should we need to do so. By moving one to one, the district will need a robust program to assist teachers with monitoring student activity on computers, so the district will also use ESSER funds to purchase Go Guardian. The district will continue to use ESSER funds to purchase masks for students and staff, as well as disposable materials for our cooking classes. The District is also purchasing cabinets for the music room to separate instruments which will further assist with the mitigation of Covid. In the case that the District would need to go remote due to Covid, we continue to invest in hotspots and cell service due to the rural nature of our District. The District will also continue to purchase a subscription to SeeSaw. This program is developmentally appropriate for our K-2 students in accessing online instruction should we need to move to remote instruction. Due to the supply shortages of computers associated with Covid demands, the District has had to extend lease agreements and will be using ESSER funds to cover those extensions. We also continue to offer a cyber option for families that do not feel comfortable sending their children to school due to the

pandemic. Finally, the district will update the HVAC system in one of its buildings to increase its efficiency. Windows will also be replaced so windows can function properly, and shades will be installed in the new windows for security purposes.

**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)**

Not Applicable.

**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>	2,144,442	20%	428,888

**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>	Data will be collected via CDT's and Acadience. The District's LMS has Assment Tracker which allows data to be disaggregated by student, teacher, class, grade, building, gender, etc. Data will be reviewed and plans adjusted as necessary. Teachers will participate in six hours of professional development this year on analyzing data and implementing interventions.
<b>Opportunity to learn measures (see help text)</b>	Access to technology will be reviewed annually. Additional laptops have been purchased, so if one gets lost or damaged, replacements are available. Specials teachers will participate in 6 hours of professional development on the use of technology in the classroom. The District will have one in-service this year dedicated to the use of technology in the classroom. The format will give teachers the opportunity to choose a topic they feel fits their classroom needs. If the format is effective, then this type of training will become a yearly occurrence.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	No new jobs have been created or retained as a result of ESSER funds.
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	The district will continue to run a summer program for the 21-22, 22-23, and 23-24 summers. Attendance, as well as data from CDT's and Acadience will be collected at the end of the school year and again in the fall to determine if there was growth or additional regression as a result of the summer programs. Through our LMS we are able to disaggregate this data by student, teacher, class, grade, building, gender, etc.

**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**

\$2,144,442.00

**Allocation**

\$2,144,442.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$64,215.00	GO Guardian
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$420,225.00	Student laptops and cases
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$172,800.00	Summer program teacher salaries for 21-22, 22-23 and 23-24 school year (set aside)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$72,852.00	Summer program teacher benefits for 21-22, 22-23 and 23-24 (set aside)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$99,946.41	hotspots and service

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<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$125,000.00	cyber services through Fuel Education and Edgenuity for three years (partial aside)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$4,000.00	See Saw for 22-23 and 23-34 school year
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$17,000.00	Salary for staff for curriculum writing for 22-23 and 23-24 school year.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$7,300.50	Benefits for staff for curriculum writing for the 22-23 and 23-24 school year.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$160,500.00	SAP/Mental Health Services for students for the 21-22 and 22-23 school year
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$129,050.00	Refocus room/mental health staff for the 21-22 and 22-23 school year (partial set aside)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$500.00	Disposable materials for cooking classes at middle school and high school
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$19,053.17	Cabinets for music room
1100 - REGULAR			

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<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
PROGRAMS – ELEMENTARY / SECONDARY	400 - Purchased Property Services	\$28,294.26	Computer lease payment
		<b>\$1,320,736.34</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$2,144,442.00

**Allocation**

\$2,144,442.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

Function	Object	Amount	Description
2600 - Operation and Maintenance	600 - Supplies	\$40,939.00	Radios and repeaters
2600 - Operation and Maintenance	600 - Supplies	\$12,120.00	External and internal signage
3200 - Student Activities	600 - Supplies	\$12,120.00	Wraps and banners for HS
3200 - Student Activities	600 - Supplies	\$2,655.00	T-shirts and postcards (set aside)
2700 - Student Transportation	500 - Other Purchased Services	\$150,000.00	Summer Program transportation for 21-22, 22-23, and 23-24 school year. (Set aside)
2200 - Staff Support Services	100 - Salaries	\$7,000.00	Summer Program Staff Salaries for Training (set aside) for the 21-22, 22-23, and 23-24 school year.
			Summer Program

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<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
2200 - Staff Support Services	200 - Benefits	\$3,900.00	Benefits for Training for 21-22, 22-23, and 23-24 school year (set aside)
2600 - Operation and Maintenance	700 - Property	\$18,140.00	Frisbee Golf Course at middle school
2600 - Operation and Maintenance	700 - Property	\$20,000.00	Playground at elementary school
2200 - Staff Support Services	500 - Other Purchased Services	\$5,000.00	Staff opening inservice picnic.
2600 - Operation and Maintenance	600 - Supplies	\$18,418.00	stairwell cameras for high school
2300 - SUPPORT SERVICES – ADMINISTRATION	500 - Other Purchased Services	\$26,000.00	Community newsletter, Bobcat Pride
2600 - Operation and Maintenance	600 - Supplies	\$8,575.00	Face masks
2600 - Operation and Maintenance	600 - Supplies	\$22,440.00	window shades for existing windows for security of classrooms in all three buildings
2600 - Operation and Maintenance	600 - Supplies	\$5,395.00	Tables for outdoor eating space for middle school
2600 - Operation and Maintenance	600 - Supplies	\$36,262.66	Cafeteria tables for the high school
3200 - Student Activities	600 - Supplies	\$1,000.00	Fence cups for student council
2600 - Operation and Maintenance	400 - Purchased Property Services	\$5,800.00	Fencing for outdoor eating space at WAMS



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Function	Object	Amount	Description
2200 - Staff Support Services	500 - Other Purchased Services	\$6,000.00	Staff Team building activities
2600 - Operation and Maintenance	400 - Purchased Property Services	\$421,941.00	Domestic Hot Water Tanks and Windows
		<b>\$823,705.66</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
<b>1000 Instruction</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY</b>	\$189,800.00	\$80,152.50	\$418,550.00	\$28,294.26	\$164,161.41	\$439,778.17	\$0.00	\$1,320,736.34
<b>1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1300 CAREER AND TECHNICAL EDUCATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1400 Other Instructional Programs – Elementary / Secondary</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1600 * ADULT EDUCATION PROGRAMS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1700 Higher Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2200 Staff Support</b>	\$7,000.00	\$3,900.00	\$0.00	\$0.00	\$11,000.00	\$0.00	\$0.00	\$21,900.00

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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>Services</b>								
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$26,000.00	\$0.00	\$0.00	\$26,000.00
<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	\$0.00	\$427,741.00	\$0.00	\$144,149.66	\$38,140.00	\$610,030.66
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$150,000.00	\$0.00	\$0.00	\$150,000.00
<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	\$15,775.00	\$0.00	\$15,775.00
<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

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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
	\$196,800.00	\$84,052.50	\$418,550.00	\$456,035.26	\$351,161.41	\$599,702.83	\$38,140.00	\$2,144,442.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$2,144,442.00