

Section: Narratives - Assessing Impacts and Needs

LEA ARP ESSER APPLICATION

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by Local Education Agencies (LEAs), schools, and educators to support students during the COVID-19 pandemic. The application below requests information from LEAs about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts, (3) Specific elements in the LEA Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B. As used in this application, "the LEA" refers to the Grantee defined in the Grant Agreement.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the LEA application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

Section I: Assessing Impacts and Needs

In this first section, LEAs are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the LEA's promising practices in supporting student needs since March 2020.

Indicators of Impact

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being.

Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	COVID-19 pandemic impact on academics and lost instructional time were reviewed through the following methods: Data from PSSAs, Keystones, Measures of Academic Progress (MAP), aimsweb, and local assessments. Additionally, information was collected via reports and feedback from teachers, student services coordinators, the special education coordinator, the guidance counselor, principals, and parents.
Chronic Absenteeism	The impact of COVID for students who experienced chronic absenteeism was examined through the following: absentee reports, Student Assistance Program (SAP) referrals, parent conferences, home communication journals from student support coordinators, teacher feedback, parent feedback through IEP meetings, reports from the special education supervisor and principals.
Student Engagement	The impact of COVID on student engagement was identified through the following: student grades, absentee reports, teacher feedback, SAP referrals, parent conferences, remote learning work completion reports, teacher feedback, parent feedback through IEP meetings, and feedback through parent conferences and Board meetings.
Social-emotional Well-being	Social-emotional well-being was examined through the following: Student Assistance Program referrals, instructional support team referrals, parent conferences with teachers and administrators, IEP team meetings, guidance counselor reports, in addition to PAYS survey information that will be available Spring of 2022.
Other Indicators	

Documenting Disproportionate Impacts

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

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	Families of students that didn't have or had limited access to WiFi connections contacted the school to request hotspots. The impact was

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	measured by students' completion of work.
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Reviewing student academic and social/emotional information with the IEP team was critical to identifying the needs of children with disabilities and how they were and continue to be impacted through the pandemic. This was especially significant for students who were precluded from attending school in person due to a medical condition or when the school was closed exhibited the greatest need both academically and socially/emotionally as identified by IEP teams. The impact was measured through the success of IEP goals.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	Students who were identified by teachers, counselors, and principals as not being engaged or participating when the school was closed or for whom families chose remote learning needed additional support to complete courses and improve academic growth and social-emotional support. The impacts of this strategy were measured by course completion in the summer and/or continued growth on MAP and/or PSSA/Keystone assessments. Because students were provided small group or one-to-one instruction, relationships were established with teachers that are carried into the school year.

Reflecting on Local Strategies

3. Provide the LEA's assessment of the top two or three strategies that have been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Include at least one strategy addressing **academic needs** and at least one strategy addressing **social-emotional needs**.

	Strategy Description
Strategy #1	Provided hotspots for any CPSD family that did not have or had limited WiFi access so that they could engage in synchronous and asynchronous learning when schools were closed or families chose remote learning. All students with the exception of one family (due to the location of their home) were able to access the learning. Hard copies of work were

	Strategy Description
	provided to the family when it didn't work.

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

- Academic impact of lost instructional time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

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

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

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

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

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	Provided in-person extended school year instruction for individual or small groups of students with disabilities, including those with medically identified issues. This was only possible because COVID-19 cases and spread were low in our county.

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

- Academic impact of lost instructional time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

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

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

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

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

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	Provided in-person credit recovery courses for students that did not pass courses due to lack of engagement and/or attendance during the remote learning. Students received small group or one-on-one instruction to assist in making personal connections with the student and the teacher.

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:

Students who were not engaged and/or didn't attend remote learning during school closures or family choice.

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.)

An electronic survey was conducted for stakeholders that asked for the prioritization of ARP ESSER funds. A robocall was sent to families to inform them of the survey, the survey was posted on the CPSD website and on the electronic board in the front of the school, and it was sent to staff and Board members asking them to complete their priority lists. The Board also had public discussions at Board meetings prioritizing the use of the funds.

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)**

A survey was developed and dispersed that asked stakeholders to list their top three priorities for the use of ARP ESSER funds. The top three priorities include the following: safe, in-person schooling and continuity of services; facilities & grounds updates; and staff recruitment, support, and retention of current staff. These are the priorities set for the majority of the ARP funds. These priorities are reflective of the stakeholders' concerns about the desire to keep the CPSD fully operational. The impact of student enrollment and cyber charter schools due to the recent mask mandate has caused stakeholders concerns about ensuring students continue their quality education with sufficient staff and programs. The facilities and building are deteriorating and in desperate need of repair in order to keep students in the building for face-to-face learning.

6. Public Access to LEA Plan for the Use of ARP ESSER Funds

Describe the process for development, approval, and making public the LEA Plan for the Use of ARP ESSER Funds. The LEA Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

The LEA has done a careful assessment and review of the needs of the students, staff, and district to identify the most effective uses of the ARP ESSER funds. It produced a survey to gather information from stakeholders to determine their top three priorities. Additionally, a review of evidence-based strategies was key in determining how to use funds to address learning loss and the impact of the pandemic. It will share the use of the ARP ESSER funds at its public Board meeting in addition to posting it on the district website.

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

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

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

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

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

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

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

The response must include:

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

CPSD offered credit recovery with in-person learning for all students in grades 7-12 who did not pass one or more courses during the school year due to absenteeism or lack of participation in remote learning. Certified teachers provide the support necessary for students to complete these courses. These courses are offered in small groups and/or one-to-one instruction. The successful completion of these courses is evidence that this strategy was successful. Two Student Services Coordinators, one for elementary and one for jr/sr high school, used a similar method as the “Check and Connect” (tier 3/4) strategy for those students who were learning remotely during the 2020-2021 school year. They communicated in many ways to support and connect students and families with principals, the guidance counselor, and teachers to help students succeed. This was critical for those students who did not attend or were not engaged in learning during periods of school closure or who chose remote learning but were not experiencing success for a variety of reasons. While CPSD had begun a focus on flexible grouping and providing students what they needed in both math and ELA in grades 4-8 during the 2019-2020 and 2020-2021 school years, it became increasingly challenging to continue this practice due to COVID social distance restrictions (including keeping students in cohorts) and remote learning. Math growth and achievement for grades 6-8 were specifically affected as evidenced by PSSA scores. In order for math teachers to focus on appropriate strategies to increase student learning in math, teachers need collaboration time to review student data and identify gaps in students’ learning in standards/concepts (tier 3 strategy). Additionally, there must be an adequate number of certified teachers to provide focused, small group instruction to meet their needs as well as paraprofessionals to support small group or individual students, including those with an IEP. Both collaboration time for teachers and focused small group instruction are essential evidence-based strategies to provide for students’ needs. In order to do both, it’s important to maintain the current number of math teachers rather than increase class sizes in order to navigate the financial impact of the pandemic. While this evidence-based practice addresses all students' needs, it is important to note that it will specifically address the needs of those students that have been identified with gaps in learning due to the fact that they didn't consistently participate in remote learning during the 2019-20 and 2020-21 school years. Students' learning levels will be monitored and regularly assessed through local assessments and Measures of Academic Progress. Half of the salaries/benefits of three teachers, three-eighths salaries/benefits of three teachers, and a half salary/benefit of paraprofessional for the 2020-2021 and 2021-2022 school years will be supported through the ARP ESSER funds.

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.

Early College High School (tier 1) is offered to high school students. Five different courses are offered through three different colleges/universities to students for college credit at a very low rate. Courses that are offered include Honors English 11 and 12, Advanced Chemistry, Pre-Calculus, and Calculus. Salaries for five teachers for each period of courses taught are included in the grant. CPSPD will employ a part-time LPN who will support the school nurse in assessing and addressing COVID symptoms and cases. Because the responsibilities of a school nurse in a K-12 building are vast and varied due to the range of ages, it's necessary to ensure that there is adequate support to care for all needs of the students, including identification and mitigation of COVID. This is especially important as the school nurse has become responsible to assist in contact tracing and informing contacts directly related to students in school for quarantine requirements in order to mitigate the spread of COVID. CPSPD offered a remote learning option through the Seneca Valley Academy of Choice for the past two years. For the first two years, Seneca Valley teachers facilitated the courses for CP students. Unfortunately, not all students were successful in completing the courses due to lack of engagement. For the 2021-2022 school year, CPSPD teachers will facilitate the Seneca Valley Academy of Choice courses for those students who choose to be remote. It is believed that CP students will be more successful in learning when teachers who know them and have a relationship with them are facilitating the courses and track their progress and attendance. One eighth of four teachers' salaries will be paid. Grab & Go Breakfasts (tier 4) were provided for all students who choose to take them through the Seamless Summer program; however, additional staff was needed to prepare and serve the meals at both the elementary and high schools. Salaries and benefits for three staff members are included for two years. In order to provide maximum support to teachers and students in both face-to-face and remote learning environments, the CPSPD will contract three certified teaching assistants for the 2022/2023 and 2023/2024 school years. The responsibilities of these teachers will include providing both teachers and students with support in both the face-to-face and remote learning environments; serve as a substitute teacher when no other substitutes are available; assist in monitoring students' progress in the remote learning environment; in addition to other duties assigned by the administration. In order to provide all students access to learning through online resources while in-person, remote learning during quarantines, and/or school closures, it's necessary to purchase Chromebooks in cycles as their "end of life" and update expirations arrive. Chromebooks, management licenses, and cases will be purchased. Engaging students in hands-on, collaborative, and independent learning (replacing study halls), as well as increasing opportunities for career and STEAM education, the elementary and high school libraries, large group instruction room, along with the current STEAM lab will be re-designed and updated to include technology, collaborative/mobile furniture, mobile and individual whiteboards, carpeting, and installation of additional electric outlets and charging stations. Professional Development will be provided to assist the teachers in auditing and revising the

current curriculum. It became apparent when remote learning was necessary during the pandemic that the focus, delivery, and assessment of learning needed to be reviewed and revised. The purchase of the Barton series for reading, spelling, and writing will assist in tutoring students with learning disabilities that experienced learning loss during the pandemic and remote learning. Updated desktop computers with increased high-level memory and graphic capabilities will be purchased for two computer labs that are used for STEAM and career education and development and will include Microsoft 2021. Chromebook screens to replace students' Chromebooks that have been damaged due to use in school and remote learning. A new firewall protection system will be installed to provide internet protection for students while learning. BenQ high definition, inter-active display boards will be purchased for teachers to assist in engaging students with learning at all levels K-12. Protective software, i.e. GoGuardian or NetOp that integrates with multiple devices and platforms and allows teachers to monitor and manage students' Chromebooks will be installed on students' Chromebooks. It provides teachers with the ability to view, monitor, and block student access to websites in real-time, as well as track browsing history. Calculators will be purchased for elementary/middle school classrooms as assists for math learning and assessments. A parent/family communication system/program will be purchased to provide administrators, teachers, and other school personnel with multiple ways to alert, inform, and engage parents to ensure they are connected with the school and district. Students identified with special needs must have additional support due to learning loss when they were required to learn remotely during the pandemic. For some, it was the lack of home support to help students use technology remotely and for others, it was due to the inability to focus and be engaged when not learning in person. To ensure that they receive the support that they need, it's imperative to maintain the same number of special education teachers and paraprofessionals to provide the support that students need. The salary of one special education teacher and one paraprofessional will be supported through ARP ESSER funds.

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)

Project #: 223-21-0093
Agency: Commodore Perry SD
AUN: 104431304
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	1,783,569	20%	356,714

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

In this fourth section, LEAs are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

11. Capacity for Data Collection and Reporting

LEAs must continuously monitor progress and adjust strategies as needed. Describe the LEA's capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	Both Measures of Academic Progress (MAP) and Aimsweb have been used since prior to the school closures to track students' growth. PSSA data is also analyzed. The use of these data tools has allowed the CPSD to identify students whose learning has been impacted the most as a result of the pandemic. This data allowed the CPSD to identify students who have gaps in their learning in both ELA and math and provide targeted interventions to close the gaps.
Opportunity to learn measures (see help text)	Students in grades K-12 will have access to technology as Chromebooks are assigned on a one-to-one basis. A Chromebook is assigned to each student for a period of four years and then replaced with a new device in a new cycle. Students may take Chromebooks home when there is a mandatory closure or a student is required to isolate or quarantine due to a positive COVID case or exposure. A hotspot is also provided to a student as necessary in the case of a mandatory closure and/or quarantine or isolation.
Jobs created and retained (by number of FTEs and position type) (see help text)	There are nineteen staff members whose salaries, all or part, are retained and/or supported by ARP funding. Data will be tracked according to the assignments and the learning/growth data that is available to determine the effectiveness of the positions/programs/support provided to students with the goal of increasing learning and/or providing mental, physical, and emotional support.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	Data will be tracked as related to not only participation, but the effectiveness, and/or growth from programs as implemented.

Section: Narratives - ARP ESSER Assurances

ARP ESSER Fund Assurances

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



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



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

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



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

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



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



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



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



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



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

Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA¹. High poverty schools are the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

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



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



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



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



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



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



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



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

Section: Narratives - LEA Health and Safety Plan Upload

LEA HEALTH AND SAFETY PLAN

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



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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$1,783,569.00

Allocation

\$1,783,569.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$39,639.00	125 Chromebooks inc licenses
1000 - Instruction	600 - Supplies	\$25,658.00	75 Lenovo Chromebook300e inc. license
1000 - Instruction	600 - Supplies	\$1,725.00	75 Lenovo Duet cases
1000 - Instruction	100 - Salaries	\$40,548.00	1/8 salary for 5 CPSD teachers to be Seneca Valley Teacher of Records salaries
1000 - Instruction	200 - Benefits	\$19,598.00	1/8 benefits for CPSD teacher to be Seneca Valley Teacher of Records
1000 - Instruction	100 - Salaries	\$267,281.00	1/2 and 3/8 Salaries for 5 collaboration teachers for 2 years
1000 - Instruction	200 - Benefits	\$117,341.00	1/2 and 3/8 benefits for 5 collaboration teachers for 2 years

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Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$140,400.00	salary for 3 contracted teaching assistants for 2 years.
1000 - Instruction	200 - Benefits	\$81,132.00	benefits for 3 contracted teaching assistants for 2 years.
1000 - Instruction	100 - Salaries	\$22,120.00	1/2 Salary for 1 paraprofessional for collaboration support for 2 years
1000 - Instruction	200 - Benefits	\$13,281.00	1/2 Benefits for 1 paraprofessional for collaboration support for 2 year
1000 - Instruction	100 - Salaries	\$37,069.00	Salary of 1 aide for primary classes for 2 year
1000 - Instruction	200 - Benefits	\$50,960.00	Benefits of 1 aide for primary classes for 2 year
1000 - Instruction	100 - Salaries	\$142,263.00	Salary of 1 special education teacher for 2 years
1000 - Instruction	200 - Benefits	\$74,622.00	Benefits of 1 special education teacher for 2 years
1000 - Instruction	100 - Salaries	\$44,240.00	Salary of 1 special education aide for 2 year
1000 - Instruction	200 - Benefits	\$48,913.00	Benefits of 1 special education aide for 2 year

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Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$77,904.00	1/8 teacher salaries for 9 College in the High School Courses
1000 - Instruction	100 - Salaries	\$41,352.00	1/8 benefits for 9 College in the High School Courses
1000 - Instruction	100 - Salaries	\$75,656.00	2 Student Service Coordinators salaries for 2020/21 (1/2 of 1 and 3/4 another)
1000 - Instruction	200 - Benefits	\$46,534.00	2 Student Service Coordinators benefits for 2020/21 (1/2 of 1 and 3/4 another)
1000 - Instruction	100 - Salaries	\$7,154.00	Credit recovery salaries for 3 teachers
1000 - Instruction	200 - Benefits	\$2,364.00	Credit recovery benefits for 3 teachers
1000 - Instruction	100 - Salaries	\$26,908.00	Student Service Coordinator 3/4 salary for 1 semester 2021/22
1000 - Instruction	200 - Benefits	\$19,832.00	Student Service Coordinator 3/4 benefits for 1 semester 2021/22
1000 - Instruction	600 - Supplies	\$8,500.00	STEM lab furniture (tables, chairs, monitors, mounts)
1000 - Instruction	600 - Supplies	\$20,000.00	Furniture for Elementary Learning Space

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Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$26,725.00	Computers HS labs
1000 - Instruction	600 - Supplies	\$8,037.00	Monitors HS labs
1000 - Instruction	600 - Supplies	\$2,029.00	Microsoft Office suite for HS labs
1000 - Instruction	600 - Supplies	\$4,000.00	Barton Reading program for special education
1000 - Instruction	600 - Supplies	\$17,091.00	BenQ digital display boards
1000 - Instruction	600 - Supplies	\$825.00	BenQ replacement pens
1000 - Instruction	500 - Other Purchased Services	\$12,107.00	Student Chromebook protection system
1000 - Instruction	600 - Supplies	\$15,252.00	Tables for 101 Collaboration/Learning room
1000 - Instruction	600 - Supplies	\$5,930.00	Chairs for 101 Collaboration/Learning room
1000 - Instruction	600 - Supplies	\$5,857.00	Classroom white boards
1000 - Instruction	300 - Purchased Professional and Technical Services	\$1,200.00	Electric installation in Collaboration/Learning rooms
1000 - Instruction	600 - Supplies	\$923.00	Classroom calculators
			Stipends for afterschool and

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Function	Object	Amount	Description
1000 - Instruction	100 - Salaries	\$30,641.00	summer programs for 2022/2023 and 2023/2024
1000 - Instruction	600 - Supplies	\$705.00	Chromebook screens
1000 - Instruction	300 - Purchased Professional and Technical Services	\$18,300.00	Professional Development for Curriculum Writing
		\$1,642,616.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$1,783,569.00

Allocation

\$1,783,569.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2400 - Health Support Services	300 - Purchased Professional and Technical Services	\$71,457.00	Contracted LPN services to support the school with contact tracing and student health issues.
3100 - Food Services	300 - Purchased Professional and Technical Services	\$35,094.00	Contracted food service hours for providing "grab and go" breakfasts for students in the elementary school cafeteria and high school lobby.
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$26,000.00	Carpet for elementary and high school learning labs
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$3,002.00	Sonicwall Network protection system

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Function	Object	Amount	Description
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$5,400.00	Parent Communication program
		\$140,953.00	

Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$953,536.00	\$474,577.00	\$19,500.00	\$0.00	\$12,107.00	\$182,896.00	\$0.00	\$1,642,616.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support	\$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
Services								
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$71,457.00	\$0.00	\$0.00	\$0.00	\$0.00	\$71,457.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$8,402.00	\$0.00	\$0.00	\$0.00	\$0.00	\$8,402.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$35,094.00	\$0.00	\$0.00	\$0.00	\$0.00	\$35,094.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$26,000.00	\$26,000.00

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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
	\$953,536.00	\$474,577.00	\$134,453.00	\$0.00	\$12,107.00	\$182,896.00	\$26,000.00	\$1,783,569.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$1,783,569.00