

## **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>	When York Academy closed in March 2020 due to the COVID-19 pandemic, it quickly pivoted to a remote learning model, with students attending virtual class the Monday afternoon subsequent to the closure. Thus, while lost instructional time was minimized, there was a significant loss of direct teacher-student instructional opportunities. Academic deficits related to this transition have been evaluated using Fountas & Pinnell (F&P) benchmarking and Measure of Academic Progress (MAP) assessment tools. In addition, some deficits can be seen by the quality and quantity of student work submitted prior to COVID-19 closures and during both remote and hybrid learning environments.
<b>Chronic Absenteeism</b>	Chronic absenteeism was difficult to accurately assess during remote learning as students participating in Zoom-based classes were not required to turn their video cameras on. Thus, unless a student actively participated in class, it was unknown if they were actually "in attendance." Teacher and/or administrator follow-up occurred if students consistently did not attend (log into Zoom), or were not regularly participating (e.g. not responding to teacher inquires in Zoom classes and/or not submitting work assignments).Teacher/administrator monitoring of day-to-day Zoom attendance with appropriate follow-up
<b>Student Engagement</b>	Similar to chronic absenteeism, student engagement was difficult to assess during remote learning. Students who were regularly not responding to teacher questions and/or submitting regular work assignments were contacted by a teacher/administrator to determine their engagement level and any related barriers to engagement. Students experiencing with engagement challenges were invited back to in-person learning when York Academy offered its hybrid learning model in Fall 2020.
<b>Social-emotional Well-being</b>	Teachers are often the first to identify social-emotional well-being issues, including signs of social isolation, and were thus able to notify school administrators and counselors. This feedback, much like that of the other three impact areas (academics, absenteeism, and engagement) have been difficult to quantify. Thus qualitative information was used by school counselors and administrators in order to resource student needs. As students returned to school, social-emotional well-being issues were more evident and additional resources have been needed to provide appropriate student support.
<b>Other Indicators</b>	

### Documenting Disproportionate Impacts

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

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Anecdotal feedback from teachers and administrators identified special education students as being impacted most, across all areas, by changes to education models due to the COVID-19 pandemic. Students missed regular interaction with and access to trusted teachers, the consistency of the daily school environment and schedule, and social interactions with others that could not be easily replicated by remote and hybrid learning models.
English learners	York Academy is seeking to purchase software that will enable English Language Learners (ELL) to be able to increase their educational proficiency. Data gathered through this software will enable ELL teachers and administrators to make informed decisions on student needs and progress toward goals. The number of ELL students continues to increase and this software will augment learning for all multilingual students.
Students from low-income families	As noted, it was difficult to accurately quantify student absenteeism during the initial stage of the COVID-19 pandemic. With the return to in-person learning in Fall 2021, York Academy realized the need to better identify chronic absentees and provide the necessary supports for these students. An Attendance Officer was hired during the 2021-22 school year to assist with this school-wide effort.

### 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	Extend learning opportunities for all 7-12 students through tutoring and credit recovery programs.

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>	Strengthen counseling supports and resources for all students, with a focus on those experiencing social isolation or its impact

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	

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.)

Initial planning for the utilization of ARP/ESSER III funds began in September 2021 among a group of York Academy employees and parents. This group of administrators, leaders and educators brainstormed strategies and potential resources among various areas including: academic learning loss; special populations; student resources; staffing and staff resources; community engagement; health services; facilities/infrastructure, and; technology. An inventory of nearly fifty (50) items were developed for review, discussion and budgeting. Nearly all of the items have been or will be included in ESSER funding applications. This inventory will be shared with House Council members, a representative group of 7th-12th grade students similar to a student council, and will be foundational to York Academy's plan for the Use of ARP ESSER Funds. This Plan will be made available to the York Academy family and community stakeholders via its website. Any comments/items of discussion will be shared with the initial planning group for consideration.

#### **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)**

As noted, stakeholder input has been and will be gathered at various stages. Initial input was provided in a small group context to ensure that the identified strategies and potential needed resources aligned with ARP ESSER grant guidelines and the mission of York Academy. The developed inventory of strategies and resources will be foundational to the ARP ESSER Plan for Use of Funds, and will be vetted among 7th-12th grade students, community members, and



stakeholders. Any comments/items of discussion will be considered, reviewed and, when appropriate, included within the final Plan prior to its review and approval by the York Academy Board of Trustees.

#### **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 process by which York Academy developed, approved and made public its Plan for the Use of ARP ESSER Funds is articulated in the previous two questions. That Plan will be posted to the York Academy website ([www.yorkacademy.org](http://www.yorkacademy.org)) upon its completion for initial review. Any comments will be considered for inclusion and the final document will reside, along with the York Academy COVID-19 Health & Safety Plan, on the Academy's website. Should a parent/guardian or community stakeholder request a printed copy of either Plan, it will be provided to them.

## **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.

York Academy is addressing the impact of lost instructional time from different angles. Strengthening its afterschool and summer school programs through increased access to tutoring options, credit recovery programs, and direct instruction requires partnerships with tutoring agencies/online programs. In addition, York Academy is exploring the financial reimbursement of community members/parents to monitor/proctor afterschool learning. (Learning will still be provided by a teacher and/or online entity.) Focus will be placed on those students with greatest need, including those identified as special education and English language learners. Course completion, credits recovered, and improved assessment scores will be used to determine program success. York Academy began this process during the summer of 2021 and will continue to offer student supports for the next two summers, if not beyond that time. A Special Populations Coordinator was recently hired to oversee and coordinate outreach to these populations based on their increased needs due to the pandemic. In-school programs will also be strengthened through the use of technology, such as ELlevation software for English language learners, and in-person instructional tools, such as computer science and physical science classroom resources. Again, program participation, increased engagement, and improved assessment scores will be key evaluation metrics. The pandemic also limited shared use of classroom materials, including the development of a makerspace area for Lower School student to enhance their learning and exploration. A portion of ESSER funds will be used to support this needed resource. As with other areas, the effectiveness of interventions will be evaluated by learning growth, improved assessment scores, and use of resources. To address absenteeism and to support learning growth, York Academy hired a part-time Attendance Officer/part-time Instructional Assistant. This individual has demonstrated early effectiveness with both responsibilities, and has begun developing relationships with students (which is often a key to student success). Technology continues to be foundational to York Academy's instructional model and, as such, some funds will be used to maintain student Chromebooks, ancillary devices, and peripheral instructional tools. Their regular use has resulted in an increased need for device chargers and replacement items. Lastly, York Academy will pursue contracting with a data consultant/grant writer to collect, stratify, and monitor data in the utilization and effectiveness of ESSER funds. Funded interventions will be adapted to maximize their impact and administrators, teachers, and Board members will be regularly apprised of outcomes related to ESSER fund use.

#### **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.

In addition to enhancing instructional modalities to increase learning and overcome any learning loss, York Academy will use funds to support: a) improvements to the Lower School cafeteria to increase food services to students including more diverse food offerings, faster food preparation, and the ability to more effectively clean equipment and food trays; b) augment student resources including building a makerspace for student learning and exploration, providing a student (grades 9-12) copier/printer/scanner to support document and research paper preparation, as per IB curriculum requirements; c) support effective cleaning and sanitizing with additional staffing support, access to cleaning supplies, and purchase of COVID-mitigation resources for students and staff (e.g., masks, sanitizer), and; d) improve ventilation and filtration in the Lower School building by reworking the HVAC system (if necessary, replace units) and by replacing carpeting with tiles or carpet squares for ease of cleaning, especially due to any accumulation of germs during the pandemic.

**9. For LEAs with one or more Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) school only**

Please verify consultation of the [Evidence Resource Center](#) in developing the LEA Plan for the Use of ARP ESSER Funds and provide a justification for any intervention that is not supported by tier 1, 2, 3, or 4 evidence. If the LEA does not include a school with a CSI or ATSI designation, indicate "Not Applicable."

**(3,000 characters max)**

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.**

	<b>ARP ESSER Allocation</b>	<b>Reservation Requirement</b>	<b>Reservation Amount (calculated on save)</b>
<b>20 Percent Reservation</b>	3,647,635	20%	729,527

**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>	York Academy will use a small portion of ARP/ESSER funds to hire a data analysis consultant whose primary responsibility will be to collect, monitor and distribute data related to fund use, including student learning and academic growth post-learning loss. Data will be disaggregated by grade, identified demographics, and specific populations as determined by leadership and key stakeholders.
<b>Opportunity to learn measures (see help text)</b>	York Academy will assess opportunity to learn measures, such as quality of instruction, instructional mode, course curriculum, and amount of instructional time, to determine their impact on actual student achievement. Since the Academy is an International Baccalaureate (IB) school, the ability to change the required curriculum is somewhat limited. However, how the curriculum is taught, the quality of instruction, and amount of instructional may be assessed and adjusted to maximize student learning. Regular team dialogue will occur to support instructional growth.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	Key positions will be hired and staff onboarded within a reasonable time of posing. These positions include: Special Populations Coordinator; Attendance Officer/Instructional Assistant, and; Custodian. York Academy has elected to outsource other services (data analysis; custodial; nursing support) to qualified consultants/vendors in order to minimize the burden of in-house staff salaries and benefits, especially as the grant funding period is defined and the Academy would need to financially support grant-funded staff once the grant expired.
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	Participation in ARP ESSER-funded programs (e.g., summer and afterschool) will be evaluated, as needed, throughout the programming. During the summer of 2021, York Academy managed a summer school program for Upper School students and daily monitored attendance, engagement and work completion. Students that were determined to have lower levels of participation (i.e., sporadic attendance; lack of engagement) were counseled by administration, with follow-up to parents/guardians, as necessary. Since external vendor systems (i.e., online tutoring) will be used, those entities have data collection tools that apprise instructional

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
	staff and administrators of student participation. Information will be shared with appropriate staff and used to adjust programming, as necessary.

**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**

\$3,647,635.00

**Allocation**

\$3,647,635.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$117,540.00	Afterschool and summer school programming, including tutoring services and online resources (*Learning loss budget item)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,189,225.00	Classroom supplies including curriculum, subject-specific student resources and makerspace supplies to support academic learning growth (*Learning loss budget items included)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$186,000.00	Salary for Special Populations Coordinator (*Learning loss among identified student groups)

**Project #: 223-21-1097**  
**Agency: York Academy Regional CS**  
**AUN: 189670676**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$62,000.00	Benefits for Special Populations Coordinator (*Learning loss among identified student groups)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$50,000.00	Language line translation services to support non-English speaking families with increased disparity due to language barrier
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$75,000.00	English Language Learner online curriculum/resources to support learning loss among English Language Learners (Learning loss among identified student groups)
		<b>\$1,679,765.00</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$3,647,635.00

**Allocation**

\$3,647,635.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$54,000.00	Salary for attendance officer/instructional assistant - responsible for monitoring absenteeism
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$13,500.00	Benefits for attendance officer/instructional assistant
2400 - Health Support Services	300 - Purchased Professional and Technical Services	\$42,000.00	School nurse substitute services - primarily to allow in-house staff to manage COVID cases and reporting
2400 - Health Support Services	600 - Supplies	\$27,000.00	Health supplies including hand sanitizer and masks for students/staff
2500 - Business Support Services	300 - Purchased Professional and Technical Services	\$80,000.00	Data analyst/grant writing consultant services, as well as annual auditing services

**Project #: 223-21-1097**  
**Agency: York Academy Regional CS**  
**AUN: 189670676**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

Function	Object	Amount	Description
2500 - Business Support Services	600 - Supplies	\$50,000.00	Student (grades 9-12) copier/printer lease and copying charges
2600 - Operation and Maintenance	100 - Salaries	\$59,378.00	Custodian salary to support increased cleaning and sanitizing needs
2600 - Operation and Maintenance	200 - Benefits	\$19,792.00	Custodian benefits
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$160,000.00	External custodial/maintenance services
2600 - Operation and Maintenance	600 - Supplies	\$230,000.00	Facility cleaning supplies and replacement flooring (unsure if carpet tiles or tiles)
2600 - Operation and Maintenance	400 - Purchased Property Services	\$800,000.00	HVAC upgrades at Lower School building; increased filtration and zone services
2800 - Central Support Services	600 - Supplies	\$155,000.00	Student Chromebooks, peripheral devices and staff tech supports
3100 - Food Services	700 - Property	\$200,000.00	Upgrades to Lower School cafeteria to support student feeding (~600-700 students) and ensure effective tray/equipment cleaning
			Stipends for

**Project #: 223-21-1097**  
**Agency: York Academy Regional CS**  
**AUN: 189670676**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

Function	Object	Amount	Description
3300 - Community Services	100 - Salaries	\$77,200.00	community members functioning as afterschool proctors
		<b>\$1,967,870.00</b>	



**Project #: 223-21-1097**  
**Agency: York Academy Regional CS**  
**AUN: 189670676**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

**Section: Budget - Budget Summary**

**BUDGET SUMMARY**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$117,540.00	\$0.00	\$0.00	\$1,189,225.00	\$0.00	\$1,306,765.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$186,000.00	\$62,000.00	\$50,000.00	\$0.00	\$0.00	\$75,000.00	\$0.00	\$373,000.00
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	\$54,000.00	\$13,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$67,500.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

**Project #: 223-21-1097  
Agency: York Academy Regional CS  
AUN: 189670676  
Grant Content Report  
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$42,000.00	\$0.00	\$0.00	\$27,000.00	\$0.00	\$69,000.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$80,000.00	\$0.00	\$0.00	\$50,000.00	\$0.00	\$130,000.00
<b>2600 Operation and Maintenance</b>	\$59,378.00	\$19,792.00	\$160,000.00	\$800,000.00	\$0.00	\$230,000.00	\$0.00	\$1,269,170.00
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$155,000.00	\$0.00	\$155,000.00
<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	\$200,000.00	\$200,000.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$77,200.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$77,200.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>\$376,578.00</b>	<b>\$95,292.00</b>	<b>\$449,540.00</b>	<b>\$800,000.00</b>	<b>\$0.00</b>	<b>\$1,726,225.00</b>	<b>\$200,000.00</b>	<b>\$3,647,635.00</b>

**Project #: 223-21-1097**  
**Agency: York Academy Regional CS**  
**AUN: 189670676**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$3,647,635.00