

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	ICS West continues to be well-suited to measure the academic impact of lost instructional time, as our existing methods of measuring student achievement and growth were able to be used without interruption during the Covid-impacted school years (19-20, 20-21, and 21-22). These methods include both the iReady growth assessment, administered online at the beginning, middle, and end of each school year; and 4 interim assessments given at 6-7 week intervals throughout each school year, measuring student achievement in content taught during that assessment period. Additionally, to measure growth in reading against developmental benchmarks, the IRLA is used throughout each school year. After each interim assessment cycle of 6-7 weeks, we have a full-day PD session called a "Data Day", when the entire school analyzes our assessment data, plans reteaching of concepts where necessary, and looks ahead at the content to be taught in the next cycle.
Chronic Absenteeism	Our Counselors identify chronically absent students and work with our Student Support team to plan for improvement in attendance outcomes. Student achievement data from our regular assessments (iReady, interim assessments, IRLA, detailed in the previous section) enable us to understand the impact of a student's attendance on their academic achievement.
Student Engagement	Our first measure of student engagement is achievement on our regular assessments (iReady, interim assessments, IRLA). We supplement this quantitative data with the administration of the Panorama survey twice each school year (fall and spring). Panorama asks our students a battery of questions about their perceptions of their teachers, the rigor of the work they are asked to complete, the culture of the school, their safety, and how they relate to each other.
Social-emotional Well-being	Over the last 3 school years, ICS West has made a significant investment in new staff to build out our Student Support team, with the primary goal of meeting the varied needs of all of our students as they work toward being at or above grade level in all subject areas. This growing team now includes 2 Counselors, a School Social Worker, and 3 Social-Emotional Learning Specialists, all of whom work with different groupings of students throughout the week, giving them direct, experiential data on the well-being of our students. Also, the Panorama survey, given twice each school year (fall and spring), asks our students a battery of questions about their perceptions of their teachers, the rigor of the work they are asked to complete, the culture of the school, their safety, and how they relate to each other.
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
<p>Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])</p>	<p>ICS West was already a school with a 22% special education population when Covid hit, and 2 years later, we are at 27% and growing. Covid created new challenges for this student group by limiting transportation in the city, which created a city-wide shifting of students to schools closer to their homes, resulting in movement among schools for students who desperately need continuity in their learning. Our expanded Student Support team, and an additional 2 special education teachers, enable us to respond to identified needs among this student group. In addition to our regular assessments (iReady, interim assessments, IRLA), our special education team uses numerous additional assessments specific to needs addressed in each student's IEP.</p>
<p>English learners</p>	<p>ICS West is located in Southwest Philadelphia, a neighborhood with a growing EL population. To accomodate this growing student group in our school, and the difficulty in making EL progress in an online environment, our EL Teacher has moved from part-time to full-time, and is able to provide significant support now that we have returned to in-person instruction this school year.</p>
<p>Students from low-income families</p>	<p>As a school with a high FRPL percentage, our basic systems at ICS West are already built to measure the progress of students in this group. Based on data from our regular assessments (iReady, interim assessments, IRLA), over the last 3 years we have significantly expanded our team of Intervention Teachers up a total of 22. These Intervention Teachers work with targeted small groupings of students to address learning gaps in</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	a homogeneous setting, so students can return to their regular student cohorts and effectively navigate grade-level content.

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	Expansion of team of Intervention Teachers from 12 to 22. Intervention Teachers work with targeted small groupings of students to address learning gaps in a homogeneous setting, so students can return to their regular student cohorts and effectively navigate grade-level content.

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	Addition of a School Social Worker to an already growing Student Support Team that includes 2 Counselors and 3 Social-Emotional Learning Specialists. The Social Worker will not only support students in both one-to-one and small group settings, but will specialize in linking our families to necessary resources outside of school that will enable the support of our students to extend beyond school.

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	Expansion of our summer school program to enable continuation of curriculum and instructional rigor from the regular school year. By increasing summer school pay, many of our regular classroom teachers are able to teach in our summer program, ensuring an extra 6 weeks of rigorous instruction for our students with the largest learning gaps.

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.)

ICS West has convened an ESSER Committee, consisting of parents, teachers, school leaders, board members. Many of the members of the Committee also live in the neighborhood served by ICS West. This committee meets regularly, has been involved in the planning of the budgets for all segments of the ESSER funding, and has approved of and presented these budgets to the ICS West Board of Trustees for approval before submission.

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 mentioned in the previous response, the ICS West ESSER Committee meets regularly, has been involved in the planning of the budgets for all segments of the ESSER funding, and has approved of and presented these budgets to the ICS West Board of Trustees for approval before submission. The ESSER Committee will also lead the evaluation of the effectiveness of our ESSER plan, and if necessary, will plan adjustments to ensure student success as a result of these funds.

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 ICS West plan for the use of ARP ESSER funds has been vetted by our ESSER Committee (described in the 2 previous responses) and our Board of Trustees. Upon receipt of funding, ICS West will post to our website a written summary of our plan, both the budget and a narrative, so that it is easily available to any community member. The ICS West CEO will handle individual requests for alternate versions of the plan, accommodating the needs of any community member who is an individual with a disability.

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.

As mentioned in a previous response, ICS West will continue to use ESSER funding to build out a summer program that continues our regular curriculum and instructional rigor from the school year. Funding is used to increase summer pay so that key members of our regular instructional team are working during the 6-week summer program with our students who have most been impacted by the loss of instructional time. Given the continuity with our regular instructional program, we will use the same series of assessments to evaluate learning in the summer program that we use during the regular school year (iReady to measure student growth, interim assessments at 6-7 week intervals, and the IRLA to measure reading growth). Students are selected specifically for this summer program based on their level of need as a result of missing the most instructional time when in-person or remote, and based on a student's learning levels in comparison to grade level appropriate work. In addition to students who did not consistently participate in remote instruction, we have also identified a group of students for whom remote instruction was not a successful learning environment even if their attendance was consistent, and this group is included in selection for the summer program.

8. Plan for Remaining Funds *(funds not described under the question above)*

How will the LEA spend its remaining ARP ESSER funds including for each of the four fields below, as applicable? **(3,000 characters max)**

- a. Continuity of Services: How will the LEA use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
- b. Access to Instruction: How will the LEA use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
- c. Mitigation Strategies: How will the LEA use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff? Consider the LEA's Health and Safety Plan in developing the response.
- d. Facilities Improvements: How will the LEA use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the LEA's Health and Safety Plan in developing the response.

The timing of the ARP ESSER funding coincides with the final stages of growth in the student population at ICS West, as we've moved from 700 students in 2019-2021, to 800 students this year (2021-2022), to 850 students next year (2022-2023), and finally 900 students in 2023-2024. This funding has effectively enabled us to build out much of the staff we will have when we are fully enrolled at 900 students, and bring them on now while we have a smaller number of students to serve. This gives us the opportunity to sustain the improvements made with this funding, even after the funding has expired. As mentioned in previous responses, the major strategies we've enacted with this funding are expansion of our team of Intervention Teachers from 12 to 22; continued expansion of our Student Support team, highlighted by the hiring of our first School Social Worker; and the expansion of our summer school program to enable continuation of curriculum and instructional rigor from the regular school year. Our Social

Worker, and the overall expanded Student Support team, are crucial to our goal of improving attendance among students who have been chronically absent, and seeing a subsequent increase in the student achievement among this group. While the Covid case rates in Philadelphia have been dangerously high for the length of the pandemic, ICS West has used this funding effectively to ensure that we are keeping our students and staff safe in accordance with the PDPH (Philadelphia Department of Public Health) and CDC guidelines. We have employed a 2nd Nurse through an agency to handle all of our in-house Covid testing, freeing up our School Nurse to focus on the baseline public health of our school community. We have been able to access Covid testing in-house since we returned to in-person instruction back in April of 2021, and we have had all of the PPE necessary to bring students and staff back into the building safely. We will continue to support these mitigation strategies for as long as they are necessary to keep our community safe. Finally, while we are fortunate to have a high-functioning HVAC system, we are better able to accommodate emergency repairs with this funding.

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)
20 Percent Reservation	4,932,649	20%	986,530

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	ICS West continues to be well-suited to measure the academic impact of lost instructional time, and student learning in general, as our existing methods of measuring student achievement and growth were able to be used without interruption during the Covid-impacted school years (19-20, 20-21, and 21-22), and will continue moving forward. These methods include both the iReady growth assessment, administered online at the beginning, middle, and end of each school year; and 4 interim assessments given at 6-7 week intervals throughout each school year, measuring student achievement in content taught during that assessment period. Additionally, to measure growth in reading against developmental benchmarks, the IRLA is used throughout each school year. After each interim assessment cycle of 6-7 weeks, we have a full-day PD session called a "Data Day", when the entire school analyzes our assessment data, plans reteaching of concepts where necessary, and looks ahead at the content to be taught in the next cycle.
Opportunity to learn measures (see help text)	Our first measure of student engagement is achievement on our regular assessments (iReady, interim assessments, IRLA). We supplement this quantitative data with the administration of the Panorama survey twice each school year (fall and spring). Panorama asks our students a battery of questions about their perceptions of their teachers, the rigor of the work they are asked to complete, the culture of the school, their safety, and how they relate to each other. Finally, the School District of Philadelphia administers a Student and Family Survey every spring that gives us great feedback from the parent perspective (and feedback from students in addition to our own Panorama survey).With the ARP ESSER funding, we are now a school with a 2:1 device:student ratio; each student has a Chromebook at school and at home. We are going to build this into our operating budget in future years, and continue this as a permanent part of our program.One of the benefits of the time spent in remote instruction last year was the increased tech fluency of our staff. To deliver a strong remote instructional model, our staff had a great deal of professional development on tech use in general, and on specific programs and platforms, all of which

	Data Collection and Analysis Plan (including plan to disaggregate data)
	<p>have continued to be part of our instructional program now that we've returned to in-person learning (Ready Classroom, Class Kick, Nearpod, Google Classroom). We will continue the PD necessary to ensure that these new elements of our program are outstanding.</p>
Jobs created and retained (by number of FTEs and position type) (see help text)	<p>ARP ESSER funding has created 13 new positions (FTEs): 10 additional Intervention Teachers; 2 additional Special Education Teachers; and a new School Social Worker. We expect the number of Intervention Teachers to drop as more and more students reach grade level work, until we are maintaining the number necessary in our operating budget to account for a normal number of students who need extra support each year. Finally, the 2 additional Special Education Teachers and the School Social Worker are built into our budget in the 2023-2024 school year, when we will be at our full enrollment of 900 students, so these positions will be maintained beyond the scope of this grant.</p>
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	<p>As mentioned in a previous response, ICS West will continue to use ESSER funding to build out a summer program that continues our regular curriculum and instructional rigor from the school year. Funding is used to increase summer pay so that key members of our regular instructional team are working during the 6-week summer program with our students who have most been impacted by the loss of instructional time. Given the continuity with our regular instructional program, we will use the same series of assessments to evaluate learning in the summer program that we use during the regular school year (iReady to measure student growth, interim assessments at 6-7 week intervals, and the IRLA to measure reading growth). Students are selected specifically for this summer program based on their level of need as a result of missing the most instructional time when in-person or remote, and based on a student's learning levels in comparison to grade level appropriate work. In addition to students who did not consistently participate in remote instruction, we have also identified a group of students for whom remote instruction was not a successful learning environment even if their attendance was consistent, and this group is included in selection for the summer program.</p>

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

\$4,932,649.00

Allocation

\$4,932,649.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$720,000.00	Intervention Teachers
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$311,888.00	Intervention Teachers
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$100,000.00	Special Education Teacher
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$47,189.00	Special Education Teacher
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$200,000.00	Summer School Stipends
1400 - Other Instructional Programs – Elementary /	200 - Benefits	\$69,063.00	Summer School Stipends

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Function	Object	Amount	Description
Secondary			
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$520,927.00	Technology and Software
1400 - Other Instructional Programs – Elementary / Secondary	300 - Purchased Professional and Technical Services	\$180,000.00	Before Care
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$2,407,180.00	Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency
		\$4,556,247.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$4,932,649.00

Allocation

\$4,932,649.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$50,000.00	Social Worker/Counselor
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$24,130.00	Social Worker/Counselor
2600 - Operation and Maintenance	600 - Supplies	\$102,272.00	PPE
2300 - SUPPORT SERVICES – ADMINISTRATION	600 - Supplies	\$200,000.00	COVID Testing
		\$376,402.00	

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Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$720,000.00	\$311,888.00	\$0.00	\$0.00	\$2,407,180.00	\$520,927.00	\$0.00	\$3,959,995.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$100,000.00	\$47,189.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$147,189.00
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	\$200,000.00	\$69,063.00	\$180,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$449,063.00
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	\$50,000.00	\$24,130.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$74,130.00
2200 Staff Support Services	\$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
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$200,000.00	\$0.00	\$200,000.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$102,272.00	\$0.00	\$102,272.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$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	\$0.00	\$0.00
	\$1,070,000.00	\$452,270.00	\$180,000.00	\$0.00	\$2,407,180.00	\$823,199.00	\$0.00	\$4,932,649.00

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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
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$4,932,649.00