

Section: Narratives - Assessing Impacts and Needs

SCHOOL ENTITY ARP ESSER APPLICATION

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by School Entities, schools, and educators to support students during the COVID-19 pandemic. The application below requests information from School Entities about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of plans to respond to these needs and impacts, (3) Specific elements in the School Entity 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, "School Entity" 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 School Entity 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 School Entity (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, School Entities are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the School Entity'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 School Entity 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

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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	All GCMS students have an IEP. As part of outcome measurement, all students were/are assessed on monthly progress toward academic, functional, social and adaptive status and progress. The data pre-Pandemic is used to compare to data month over month through the Pandemic to assess academic impact. The IEP team for all students review and address intervention methods based on need. The addition of a reading specialist and school psychologist was added in response to need identified in this area.
Chronic Absenteeism	Attendance is captured daily for students attending in-person and virtually. Data is reviewed monthly by the IEP team and shared with LEAs in any instance of concern.
Student Engagement	All GCMS students have an IEP. As part of outcome measurement, all students were/are assessed on social and adaptive status and progress. Adaptive materials were sent home on a weekly basis to address engagement when students were virtual given the breadth of disability needs. The data pre-Pandemic is used to compare to data month over month through the Pandemic to assess academic impact. The IEP team for all students review and address intervention methods based on need.
Social-emotional Well-being	All GCMS students have an IEP. As part of outcome measurement, all students were/are assessed on monthly progress toward social and adaptive status and progress. The data pre-Pandemic is used to compare to data month over month through the Pandemic to assess academic impact. The IEP team for all students review and address intervention methods based on need. The addition of a school psychologist was added in response to need identified in this area.
Other Indicators	Given the disability characteristics for the GCMS population, assessment on speech and communication, gross and fine motor, and adapted learning are measured for all students through speech, physical and occupational therapy measures.

Documenting Disproportionate Impacts

2. Identify the **student** groups in the School Entity 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
	Addition of full-time school psychologist to implement social skill strategies, assess and recommend learning strategies utilizing normed psychological assessments. Addition of a reading

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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])	therapist to implement word recognition and reading strategies based on normed-referenced assessments and response to intervention through Orton-Gilliam reading methodology and assessment. Monthly assessment and team response to intervention methods based on nest practice in speech, occupational, physical and vision therapies; with a push-in model of support and assessment.
Students from low-income families	Supply of technology to all student homes during times when the school or individual students must engage in hybrid learning. Speech devices released to all students on a permanent basis to use in homes. Weekly "learning boxes" with manipulatives needed to instruct at home created and delivered to each student home. Weekly monitoring on health and well-being, checking on food, utilities and medical access through phone calls home to families.

Reflecting on Local Strategies

3. Provide the School Entity’s assessment strategy that has been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Strategies two and three below are optional.

	Strategy Description
Strategy #1	Monthly assessment by IEP team on academic, pre-academic, functional, speech, occupational and medical status by reviewing outcomes on stated goals and global areas of functioning. Intervention and response to intervention approaches evaluated on a monthly basis to inform progress.

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**

i. 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	Just as important as Strategy one, GCMS opened in-person full-time with all mitigation measures in place in September 2020. The program went hybrid from Thanksgiving through New Years 2020-21 for 5 weeks. The school has not had a virtual day of instruction since January 2021. In-person learning for GCMS students given the impact of their disabilities required a "air-tight" strategy to keeping the school open, students in school, and staff/students health and safe, which we have been able to do, resulting in improved outcomes in all learning areas.

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

- Academic impact of lost instructional time

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- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

i. 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	Addition of Full-time School Psychologist and Full-time Reading Specialist: Given the complex learning needs of each individual student, the addition of a full-time school psychologist with a background in intellectual disability, autism and social-emotional development has improved the quality and impact of individual assessment and individual/group intervention to improve academic, functional and social/emotional growth in the student population, as well as the competence of the teaching staff in applying strategies with fidelity in the classroom. The addition of a full-time reading specialist has increased individual student assessment and intervention strategies as well as increased impact for transition age students related to strategies to increase employability skills linked

	Strategy Description
	to word recognition.

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

i. **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, School Entities 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 School Entity will make its School Entity 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 School Entity, 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; LEA representation, School Entity teachers; School Entity principals; School Entity leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the School Entity, 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.)

The School community, including professional and para-professional staff, administration and nursing staff engaged in team education and virtual townhall feedback sessions to provide input on mitigation strategies to utilize best practices to reduce the risk of acquiring COVID-19 or transmitting it. Education was provided by members of the CHOP policy center and PA Department of Health to inform decisions. Engagement regarding education strategies has included a specialist feedback approach with one captain from each sub-specialty (student, speech, OT, PT, academic instruction, functional instruction, social/emotional, parent) who work with their representative team of "specialists" to provide interest, feedback and recommendation on outdoor play, music and functional equipment for the playground renovation.

5. Use of Stakeholder Input

Describe how the School Entity has taken or will take stakeholder and public input into account in the development of the School Entity Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

The development of the plan has been shared with the stakeholders, including but not limited to employees, parents, students and board members through team meetings and input groups. All stakeholders have been given access through in-person, telephone and on-line portal to submit questions and comments. All questions with responses are shared publicly on a continuous feed FAQ sheet that updates as new questions or comments are provided.

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

Describe the process for development, approval, and making public the School Entity Plan for the Use of ARP ESSER Funds. The School Entity Plan for the Use of ARP ESSER Funds must be made publicly available on the School Entity website and submitted to PDE within 90 days of School Entity 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 School Entity Plan has been developed with input from all stakeholders. The final draft will be shared with the stakeholder group with a 30-day comment period in which all questions and comments will be posted in an addendum to the final plan. The plan will be approved by the CADES Board of Directors and posted on the CADES website within 90 days of receipt of funding.

Section: Narratives - Plan for ARP ESSER Funds

Section III: Plan for ARP ESSER Funds

In this third section, School Entities 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 School Entity plan for the use of ARP ESSER funds, that address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

7. Plan for Funds

How will the School Entity spend its ARP ESSER funds as outlined in the fields below? Please select from the options below and provide an explanation.

1. Continuity of Services: How will the School Entity 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, as applicable?
2. Access to Instruction: How will the School Entity use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery, as applicable? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
3. Mitigation Strategies: How will the School Entity 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, as applicable? Consider the School Entity’s Health and Safety Plan in developing the response.
4. Facilities Improvements: How will the School Entity 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 School Entity’s Health and Safety Plan in developing the response.
5. Staff Recruitment, Support, and Retention: How will the School Entity use ARP-ESSER funds to maintain staff and provide professional training and/or improve working conditions for staff?
6. Other, Summer School, Extended Day, Other Student Programs

Plan for Funds	Explanation
Mitigation Strategies	\$135,000 for Bonus Incentives for employees who recieved a COVID Vaccine and Booster. \$500 for completion of a Covid vaccine regiment (1 or 2-shot series) and \$500 for Booster. This reduces the risk of spread of the virus among staff and students.
	\$135,000 for Bonus Incentives for employees who recieved a COVID Vaccine and Booster. \$500 for completion of a Covid vaccine regiment (1 or 2-shot series) and \$500 for Booster. This reduces the risk

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Plan for Funds	Explanation
Staff Recruitment, Support, and Retention	of serious illness, decreases sick time for education staff and student time out of school, mitigates spread of the virus among staff and students. As a result, increasing confidence of safety among employees in the workplace.
Facilities Improvements	\$255,000 toward inclusive outdoor play and music equipment to increase gross and fine motor skills, and increase social-emotional awareness of self and social skill strategies.

Section: Narratives - Monitoring and Measuring Progress

Section IV: Monitoring and Measuring Progress

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

8. Capacity for Data Collection and Reporting

School Entities 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	Individual student outcome measures including attendance, academic, pre-academic, functional, occupational, physical, communication and/or social-emotional skills, assessed on a monthly basis. Data is collected in a manner that supports desegregation by age, gender, race/ethnicity, socioeconomic status and disability identification.
Opportunity to learn measures (see help text)	Student engagement measures are collected through individual outcome measures as well as through analysis of attendance data for students and classroom staff. Data is collected in a manner that supports desegregation by age, gender, race/ethnicity, socioeconomic status and disability identification.
Jobs created and retained (by number of FTEs and position type) (see help text)	While the ASP ESSR funds did not fund two newly created positions, it is important to note that two positions were added as part of the mitigation strategies to address the potential impact of lost instructional time. While a direct correlation cannot be made between the offer of a bonus incentive for vaccination/booster and employee retention, the response of the education staff to receipt of the incentive was highly favorable. The school has had less than a 2% vacancy factor during the 20-21 school year and the 21-22 school year, which, again cannot be directly correlated to the strong oversight and delivery of mitigation strategies in the school, but qualitatively the employees credit for feelings of safety and confidence in their ability to come to work and feel safe.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	90% or (122 of 136) staff participated in the ARP ESSER funded vaccination incentive program. 100% of all students 126 of 126 students (projected) will engage with the new outdoor learning equipment funded by the ARP ESSER resources.

Section: Narratives - ARP ESSER Prior Approval

ARP ESSER PRIOR APPROVAL

School Entities that wish to expend ESSER funds on facilities initiatives may be permitted to:

- make facility upgrades to comply with American Disabilities Act requirements
- upgrade HVAC systems
- remediate mold, lead, and other sources of poor indoor air quality
- install mechanical ventilation and/or advanced filtration systems
- replace windows to allow for improved intake of fresh air
- replace plumbing to ensure safe drinking water—among other upgrades that improve the health and safety of school buildings.

All **capital expenditures** supported with federal funds must be pre-approved by PDE. Capital expenditures means expenditures to acquire capital assets (i.e., land, facilities, or equipment over \$5,000 per unit) or expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life.

Construction means (A) the preparation of drawings and specifications for school facilities; (B) erecting, building, acquiring, altering, remodeling, repairing, or extending school facilities; (C) inspecting and supervising the construction of school facilities; and (D) debt service for such activities (ESEA section 7013(3), 20 U.S.C. § 7713(3)).

Directions: School Entities seeking prior approval for Construction/Renovation or Other Capital Expenditures must:

Complete the form for each contractor/project that will be supported with ARP ESSER funds. If using multiple vendors for one project, i.e., classroom expansion, enter total cost per vendor to equal the total budgeted cost of the “classroom expansion” project. Completed forms must be uploaded to this section. Prior to uploading forms, they must be signed off by your School Entity’s Superintendent/CEO/Executive Director.

Will you be using a portion of your ARP ESSER funds for Construction and/or Other Capital Expenditures? If no please select 'No' and mark section complete.

Yes

In the table below, please provide the name and type (construction vs. other capital expenditure) of the proposed project and a brief description. Please enter each contractor/project on a separate line in the table.

Name of Proposed Project	Type of Project	Brief Description of Proposed Project
Purchase of playground equipment	Capital Expenditure	\$255,000



CHECK HERE - to assure that you have successfully uploaded your Prior Approval Form(s) if

applicable.

Section: Narratives - Health and Safety Plan Upload and URL

SCHOOL ENTITY HEALTH AND SAFETY PLAN AND URL

Please upload your School Entity Health and Safety Plan and website URL below. Check the assurance indicating that you have completed your upload. Please name the file using your School Entity name followed by Health and Safety Plan. example: "*School Entity Name-Health and Safety Plan*"

School Entities are required to add the URL where the approved plan will be posted to the School Entity's public website. Please add the URL below.

<https://cades.org/covid19/program-info/>



Check Here - to assure that you have successfully uploaded your School Entity Health and Safety Plan.

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$390,003.00

Allocation

\$390,003.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$135,003.00	Vaccine and Booster Incentive
		\$135,003.00	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$390,003.00

Allocation

\$390,003.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$255,000.00	Equipment for Playground
		\$255,000.00	

Section: Budget - Budget Summary
BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$135,003.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$135,003.00
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

	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
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	\$0.00	\$0.00	\$0.00
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	\$255,000.00	\$255,000.00
	\$0.00	\$135,003.00	\$0.00	\$0.00	\$0.00	\$0.00	\$255,000.00	\$390,003.00
Approved Indirect Cost/Operational Rate:								\$0.00
Final								\$390,003.00

