

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	Western Wayne will continue to review national, state, and local assessment data to determine students' needs. Diagnostic assessments are useful when making immediate adjustments to math and ELA programming. In addition, the district expanded after-school tutoring, enrichment activities, and supplemental services to address the needs of students. Finally, the district continues to review and re-align our curriculum based on the needs of the students as determined by assessment results.
Chronic Absenteeism	The district will analyze data from the following sources to understand the barriers that may prevent a student from attending school. Data sources include but are not limited to, attendance data from the district Student Information System; information obtained from faculty and staff during student concern and child study meetings, and information obtained from parents/guardians.
Student Engagement	Students were asked to complete the PA School Climate Survey in June 2021. Survey responses are grouped into three domains- student support, social and emotional learning, and school safe and respectful climate. As a result of the findings, Western Wayne will strengthen district-wide positive behavioral interventions and supports (PBIS) and expand mental health and counseling services in the school setting.
Social-emotional Well-being	Faculty, staff, students, and community members voluntarily completed the PA School Climate Survey in June 2021. As a result of the findings, Western Wayne will strengthen district-wide positive behavioral interventions and supports (PBIS) and expand mental health and counseling services in the school setting. Each school building has identified a safe, quiet place for students and faculty members. The district has identified common barriers that prevent students from receiving mental health services; therefore, in an attempt to reduce or eliminate the barriers, the district will continue to partner with area agencies to offer mental health/counseling services in the district.
Other Indicators	N/A

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
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	impacts
Students from low-income families	The district surveyed families regarding their needs based on the current situation. This information helped to identify and measure the impact of the pandemic on our low-income families. The district will continue to offer after-school tutoring and enrichment opportunities for students.
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	The district, under the direction of Instructional Services, will continue to actively monitor the progress of each student with an IEP to determine regression and recoupment of skills.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	Families selected one of three learning paths for their children (in-person, live virtual learning, or district cyber program) during the 2020-2021 school year. Student attendance and engagement were often impacted for those enrolled in the live virtual learning or district cyber program; the virtual learning pathway was dissolved for the 2021-2022 school year. Students enrolled in the cyber program are evaluated quarterly, and if a student is unsuccessful, a meeting is held to discuss other options. Western Wayne will continue to offer supplemental and enrichment activities for students who were previously enrolled in the synchronous or asynchronous online programs.

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	Western Wayne School District seeks to create a healthy and safe environment for students, faculty, and staff. Students and families in a small, rural community often report access to mental health services as a barrier. The pandemic has intensified the social-emotional needs of students and extended the wait time to receive mental health/counseling services. Therefore, grant funding will help the district pay for staffing and allow for the implementation of services in the district, thus eliminating some

	Strategy Description
	of the barriers that may prevent students from receiving support services. Finally, the grant funding would help provide professional development and support for faculty and staff.

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	Western Wayne School District seeks to ensure that all students have access to technology while in our schools and at home. During the pandemic, instruction was interrupted when students did not have adequate access to a device or a stable internet connection. Grant funding will help the district pay for technologies, including software, hardware, and support services to support students and faculty.

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	<p>When Western Wayne School District reopened in September 2020, families selected a learning path (in-person instruction, live virtual instruction, or a district cyber program). During the 2020-2021 school year, teams consisting of administrators and teachers collected assessment data to determine learning loss; academic lessons and curriculum maps were adjusted based on the formative and summative data. Families had the option to change a learning path every marking period as they felt more comfortable with the Health and Safety plan; therefore, there was still a great deal of student movement during the first semester of the school year. The district administered state standardized assessments in the spring of 2021 and received results in February 2022. The district team examined assessment data, curriculum realignment ideas, class sizes, scheduling changes, staffing changes, and student learning objectives. Students and families selected either traditional instruction or the district cyber program for the 2021-2022 school year. The district will continue to evaluate data throughout the 2021-2022 school year to address learning gaps. Curricular changes have occurred and are planned for the upcoming school year to address identified areas.</p>

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.)

The COVID-19 pandemic has disrupted the education system since March of 2020, causing the District to adapt to unique circumstances that are constantly changing. Western Wayne is a small, rural school district. Before the pandemic, only a small number of our students attended a district cyber option. The closure of schools forced the District to introduce online/virtual learning and hybrid learning paths from elementary through high school. A decision based on state and local public health metrics and guidelines during the pandemic. As a result, the District created a pandemic team of stakeholders to understand the impact that COVID had on instruction and learning environments. Members of this group included school and district administrators, teachers, school nurses and counselors, parents, community representatives, and members of the union. Based on information collected by stakeholder feedback, the District created a plan to use the ESSER funds.

5. Use of Stakeholder Input

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

Western Wayne distributed several surveys to students, parents, and teachers since March 2020. The purpose of the surveys was to collect information about the impact of COVID-19 on the academic and social-emotional needs of students. During school closures, team members of the administrative team conducted virtual 'townhalls' as an opportunity to update students and families, and to address questions or concerns in real-time, thus creating a connected sense of community. A common theme reported during this time was the challenges with providing live, virtual instruction to students (especially younger students or individuals with

disabilities). Parents supported a return to full in-person learning with continued safety precautions. As a result, the District removed the live, virtual learning model and offered families either the traditional or district cyber program for the 2021-2022 school year. The District plans to use the ARP ESSER funds to maintain and increase academic and social-emotional supports for students and faculty members. The information will guide the district's decisions in the development of the LEA Plan for the use of ARP ESSER 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)**

Members of the administrative team met to discuss the impact of COVID-19 on the academic and social-emotional needs of students. In order to address the academic and social-emotional needs of students, members of the administrative team identified target areas, as well as ways in which the grant money could be used to meet students' needs. This information was shared with the District's Board of Education, and they provided input about how the funds should be allocated. Once the grant application is submitted, the LEA Plan for the use of funds will be placed on the website. The District will provide the public with the name, phone number, and email address of a person to contact if they have any questions regarding the use of the funds.

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.

First, the District will implement a personalized learning program that promotes academic growth for students in reading, language arts, and mathematics. "The education research community can draw on other circumstances where there are gaps in learning schedules, namely summer, to forecast how additional lost learning time from COVID-19 might negatively affect students. Research shows that students lose a significant amount of knowledge during the summer (Cooper, Nye, Charlton, Lindsay, & Greathouse, 1996). Using ESSER funds, the District will use a personalized learning program that promotes academic growth for students in reading, language arts, and mathematics. The program utilizes assessment data and/or teacher recommendations to automatically provide students with an individualized playlist of the competency-based curriculum at the discrete skill level. Each learner, ranging from struggling to accelerated students, can access a unique learning path made up of instruction, practice, and short quizzes precisely targeted to their achievement level". Next, the District will expand PBIS services to students at the secondary level. "Given the conditions of a pandemic, (schools) must deliberately (re)arrange teaching and learning environments within an MTSS framework so (a) all students experience vibrant, positive, and constructive adult and peer relationships; (b) students who are at risk for academic, social, emotional, and/or behavioral difficulties proactively receive increased and targeted support; and (c) students with disabilities or other significant academic, social, emotional, and/or behavioral challenges receive intensive and individualized supports to promote positive and equitable outcomes for all students (PBIS)." With the ESSER grant funds, the District would hire a full-time Behavior Specialist to work with students at the secondary level to serve as a connection school, home, and third-party providers. Finally, the District will identify and support students who have missed the most instruction during the pandemic. Buildings will create a team consisting of administrators, counselors, teachers, psychologists, and nurses to help identify and support students who did not consistently attend in-person or remote learning since March 2020. Using ESSER grant funds, the District will offer students additional opportunities to attend afterschool tutoring and summer enrichment programs. Students will be recommended to tutoring or enrichment programs based on national, state, and local assessment data, as well as teacher and parent input. The purpose of the programs will be to assist students in the remediation of identified weaknesses and areas for enrichment. Evidence-based interventions will be used.

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.

Western Wayne School District has developed a multi-year plan for the ARP ESSER Funds which will ensure that we are prepared to educate and support our students and families regardless of any health and safety situations that may arise. Continuity of Services: The District will address students' academic and social-emotional, and mental health needs. Onered Academy provides middle and high school social-emotional learning opportunities to students. The curriculum is CASEL (The Collaborative for Academic, Social, and Emotional Learning) and standard-aligned; is available to students in a variety of formats (traditional, blended, or virtual); and contains formative and summative assessments. Access to Instruction: The district will implement Project Lead the Way Launch (PLTW) for grades Pre-K to 5 including special educators in both EverGreen Elementary and Robert D. Wilson Elementary. This is a comprehensive curriculum that will be used during the scheduled science instruction time in the elementary schedule. All students, both regular and special education will experience this instruction at the elementary level. This program has been recently updated, in December 2021, to ensure full alignment with the following national standards for learning: Next Generation Science Standards (NGSS), Common Core State Standards for Mathematics, Common Core State Standards for English Language Arts, Computer Science Teachers Association K-12 Computer Science Standards (CSTA) and International Society for Technology in Education Standards for students. This cross-curricular program is designed to strengthen students' skills in engineering and science practices, which are heavily reliant on sound literacy and numeracy knowledge. As it pertains to addressing student learning loss due to recent constraints imposed by pandemic conditions, this program moves beyond presenting science, computer science, technology, and engineering topics in isolation. PLTW is designed to afford students the opportunity to transfer their literacy and numeracy knowledge by applying it to real-world contexts that are connected to critical disciplinary core ideas in the areas of science, computer science, technology, and engineering. Additionally, PLTW calls for the use of student communication skills, perseverance, critical thinking, computational thinking, digital literacy, collaboration, and information literacy. Facilities Improvements include the following: replacement of exterior doors and windows at our High School and Middle School buildings for safety and security upgrades. The existing windows and doors leak and cause damage to classrooms which lead to mold remediation over in past years. This is done under our existing Guaranteed Energy Savings Project. Next, upgrade to Chiller Central Plant and the building automation controls. Our existing equipment is old and in need of an upgrade to improve the indoor air quality along with temperature and humidity control of our High School and Middle School Buildings.

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)

N/A

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	3,869,657	20%	773,931

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)
<p>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</p>	<p>Students will receive a baseline assessment upon their return to school and an end-of-the-year assessment to determine growth and achievement. Student learning gaps will be addressed in several ways based on national, state, and local assessment data. First, results of the data will drive daily instruction, as well as contribute to additional remediation and enrichment opportunities for students. The remediation program offered after-school focused on literacy and math skills while the high school program focuses on math, literacy, and science. For students with Individualized Education Plans, teachers will have 30 to 60 days to collect the new data, and as a team, decide on any additional needs or supports that will help address any identifiable learning gaps. Once students have gone through the initial data collection process, teachers will continue to monitor their student's needs and revise the student's compensatory service plans throughout the year. As students make gains, the plan will be revised to ensure it continues to meet the needs of the student. This data will also be used when making after-school tutoring, summer school, and ESY determinations for each school year. Additionally, data will be utilized to determine any curricular changes or required material that will be needed to provide students with the necessary resources.</p>
<p>Opportunity to learn measures (see help text)</p>	<p>Western Wayne believes that lifelong learning is important for students and our staff. The pandemic has prompted schools to closely examine procedures to determine if there is an opportunity for change and growth. For instance, based on the findings of our surveys, parents and guardians reported a lack of access to technology and/or the internet. As a result, every student and faculty member was provided with a personal device to access online learning. Teachers and support staff were provided with professional development to ensure effective use in the classroom; students and their families participated in learning opportunities as well. Online learning looked different for students with special needs, therefore our Instructional Services department worked closely with students and families to ensure individual needs were being met. The District will continue to offer professional development opportunities to faculty that include the</p>

	Data Collection and Analysis Plan (including plan to disaggregate data)
	collection, analysis, and interpretation of data in meaningful ways to address lost instructional time due to COVID-19.
Jobs created and retained (by number of FTEs and position type) (see help text)	The following positions were created through the use of ARP ESSER funds: 1 FTE Behavior Specialist, and 2 FTE paraeducators.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	The District will identify and support students who have missed the most instruction during the pandemic school years (2019-2020 and 2020-2021). Each building will create a team consisting of administrators, school counselors, teachers, school psychologists, and school nurses to help identify and support students who did not consistently attend in-person or remote learning since March 2020. Using ESSER grant funds, the District will offer students additional opportunities to attend afterschool tutoring and summer enrichment programs. Students will be recommended to tutoring or enrichment programs based on national, state, and local assessment data, as well as teacher and parent input. The purpose of the programs will be to assist students in the remediation of identified weaknesses and areas for enrichment. Evidence-based interventions will be used. In addition, the District will conduct an overview of the curriculum to align with PA State Standards and make revisions to address the learning loss that has occurred over the last two years.

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

\$3,869,657.00

Allocation

\$3,869,657.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$77,622.00	two Para-educators for assistance with special needs students (2 years)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$125,700.00	Benefits for two para-educators (2 years)
1000 - Instruction	600 - Supplies	\$130,500.00	Stem Program - Project Lead the Way for Pre-K to 5th Grade including special education. Includes curriculum and supplies for the program.
1000 - Instruction	300 - Purchased Professional and Technical Services	\$35,000.00	Edmentum programs for intervention.
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$29,799.00	Special Education transition services

Project #: 223-21-0479
Agency: Western Wayne SD
AUN: 119648903
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$243,000.00	Dell Latitude laptops approximately \$1,000 per laptop purchased through PEPPEM pricing. These are for teachers and para-educators. These laptops will be used by staff with Edmentum programing and STEM program implementation.
		\$641,621.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$3,869,657.00

Allocation

\$3,869,657.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$127,486.00	Salary to hire a Behavioral Specialist (2 years)
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$100,550.00	Benefits for Behavioral Specialist (2 years)
2600 - Operation and Maintenance	700 - Property	\$2,770,000.00	Upgrade to Chiller Central Plant and building automation controls. Our existing equipment is old and in need of an upgrade to improve the indoor air quality aong with temperature and humidty control of our High School and Middle School Buildings.
			Replacement of exterior doors and windows at our High School and Middle School buildings for safety and security

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Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Function	Object	Amount	Description
2600 - Operation and Maintenance	700 - Property	\$230,000.00	upgrades. The existing windows and doors leak and cause damage to classrooms which lead to mold remediation over in past years. This is done under our existing Guaranteed Energy Savings Project.
		\$3,228,036.00	

Project #: 223-21-0479
Agency: Western Wayne SD
AUN: 119648903
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	\$35,000.00	\$0.00	\$0.00	\$373,500.00	\$0.00	\$408,500.00
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	\$77,622.00	\$125,700.00	\$29,799.00	\$0.00	\$0.00	\$0.00	\$0.00	\$233,121.00
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	\$127,486.00	\$100,550.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$228,036.00
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	\$0.00	\$0.00	\$0.00
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	\$0.00	\$3,000,000.00	\$3,000,000.00
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
	\$205,108.00	\$226,250.00	\$64,799.00	\$0.00	\$0.00	\$373,500.00	\$3,000,000.00	\$3,869,657.00

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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								\$3,869,657.00