

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	Union School District purchased the Renaissance Star Program to measure the impact of learning loss for all students across the district. When used in conjunction with CDT data, DIBELS, and PSSA/Keystone pre-pandemic/post-pandemic data, the district will measure the overall learning loss for students as impacted by lost instructional time.
Chronic Absenteeism	Few students in our district of less than 600 students were classified as chronically absent. Through the implementation of strict truancy protocols and working in collaboration with our local district magistrate, our district was able to provide parent education programs, utilize truancy intervention meetings, and intervention plans to prevent chronic absenteeism. For those students who were classified as chronically absent, Beginning of the Year, Middle of the Year, and End of the Year data will be compared for 2020-2021 in comparison to scores for 2021-2022 to determine overall educational loss.
Student Engagement	Student engagement issues were only significantly different than normal for students who participated remotely for the 2020-2021 school year. By requiring students to keep their camera and microphone on during synchronous instructional sessions, disengagement was largely avoided. For those who did not comply and were recorded as disengaged, overall classroom performance on local assessments, CDT data, Renaissance Star data, and Keystone/PSSA data will be used to determine the extent of educational loss.
Social-emotional Well-being	Union School District contracts services through SPERO Group for therapy and social services. They keep accurate records of students seen, services provided, counseling groups, etc. Comparing data pre-pandemic and post-pandemic, we will determine the impact of the pandemic upon student mental health.
Other Indicators	Students with IEPs will be reviewed for goal attainment through regular progress monitoring for comparison with pre-pandemic achievement.

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.

	Provide specific strategies that were used
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Student Group	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>Using data from the CDTs, Renaissance Star testing, Dibels, and Keystone/PSSA exams, the district will compare pre-pandemic/post-pandemic performance data to determine educational learning loss. Also, through regular progress monitoring, goal attainment will be examined and compared with pre-pandemic performance/projected performance.</p>
<p>Students from low-income families</p>	<p>More than 2/3 of our students come from low-income families. By cross-referencing testing scores for students against low-income demographic information, Union School District will measure the learning loss for these students. Assessments will include locally developed classroom assessments, CDT's, Renaissance Star, Dibels, and Keystone/PSSA data.</p>
<p>Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)</p>	<p>Students who participated remotely for the duration of the 2020-2021 school year may have experienced learning loss as compared to their peers who participated in-person. A comparison of pre-pandemic scores on assessments such as the CDT, Renaissance Star, Dibels, and Keystone/PSSA exams.</p>

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
<p>Strategy #1</p>	<p>To address the social-emotional needs of students, Union School District has employed Spero Group to provide therapy/counseling services for students in need. Throughout the 2020-2021 school year, counselors experienced full caseloads and provided services to nearly 1/3 of the student population. For the 2021-2022, 2022-2023, and 2023-2024 school years, USD will continue to contract with Spero Group to provide mental health services to students.</p>

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:**

NA

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.**

NA

Reflecting on Local Strategies: Strategy #2

	Strategy Description
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	Strategy Description
Strategy #2	The implementation of an MTSS program which utilizes dedicated time to address specific skill deficits for students identified through review of performance data will help to address learning loss for specific individual students based upon their needs. Both schools have scheduled a What I Need period to allow for the implementation of interventions for all students in need to include those with learning difficulties, truancy issues, and low-income students.

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:

NA

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.

NA

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	

i. Impacts that Strategy #3 best addresses: (select all that apply)

- Academic Impact of Lost Instructional Time
- Chronic absenteeism
- Student engagement
- Social-emotional well-being
- Other impact

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

iii. Student group(s) that Strategy #3 most effectively supports: (select all that apply)

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

Other student groups: (provide description below)

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

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

In this second section, LEAs are asked to provide information on how stakeholders will be engaged in planning for the use of ARP ESSER funds, how stakeholder input will be utilized, and how the LEA will make its LEA Plan for the Use of ARP ESSER Funds transparent to the public—all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

4. Stakeholder Engagement

Describe how the LEA, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders. **(3,000 characters max)**

(Stakeholders include students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the LEA, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

Multiple stakeholder groups were engaged in the data gathering process and development of our ARP Grant plan. Through regular committee meetings with group representatives and committees, locally relevant data and information was solicited from each stakeholder group. The administration regularly meets with department heads, the teachers' union representatives, parents, and there is open discussion at monthly work sessions with the school board. Student groups have met with their advisors and provided their input in relation to school district needs. In conjunction with the health and safety planning committee, these groups have identified prioritized programs, equipment, materials, and personnel which need to be retained or secured to maintain or advance positive educational programming for our students.

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)**

In reviewing the current status of the district and the performance of a needs assessment, the majority of stakeholder representatives agreed upon a prioritization of needs to encourage the greatest effectiveness/efficiency of the district. This process included the preservation of current educational programming and supporting services such as retaining teachers, promoting socioemotional support programming, retaining safety personnel, etc. The two main areas of concern from our students, parents, and faculty was retaining our current teaching staff and maintaining our partnership with Spero Group for the provision of therapy/counseling

services. Second in priority was that of addressing learning loss for struggling students and those who experienced a loss of instructional time during the 2020-2021 school year. Addressing areas of educational deficiency through the implementation of MTSS programming, the use of learning coaches, hiring of additional aides, purchasing of additional instructional programming/text and software programs, funding of after school tutoring programs, and provision of school meals for students at no cost. In third priority was the expansion of programming to address learning and skill deficiencies in the areas of mathematics and science through the implementation of an elementary STEAM program and use of a mathematics coach. Finally, after careful consideration related to the downsizing/elimination of the use of school police officers to allow for the allocation of funding to educational programming, it was determined that retaining safety personnel is in the best interest of the students and the district. Finally, the overall condition of our buildings was the main concern of our administration and our board of directors. The roof on the high school building has exceeded its warranty by over a decade and experiences leaking on a regular basis. Some areas of the roof have pulled away from the decking and have produced tenting of the roof. During strong winds, the roof pulls away from the decking and tears in sections producing significant leaking. Without repairing the roof, use of certain educational areas of the building may be prevented reducing the ability of our staff to socially distance students.

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 district plan for use of ARP ESSER Funds will be posted under COVID content on the USD website for public review. It will also be available in printed format in the district's central office and available in alternate language/formate if requested. The plan shall be approved in a public board meeting with the opportunity for discussion and questions from the public.

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.

Union High School and Sligo Elementary School will add a "What I Need" period to the daily schedule to allow for extra, focused instructional time to build upon skill deficits for students who have experienced learning loss and/or who have been developmentally behind their projected/expected performance levels as identified through the use of the CDT's, DIBELS, Renaissance Star, and/or PSSA/Keystone Exams. On a weekly basis, data teams will review student performance data to determine which students require additional instructional time, which skills need to be learned, prescribed interventions and lessons to be taught/utilized, and a projected duration of intervention to be utilized in addressing deficits. When students have mastered the identified skills, they can then exit the program. Within individual ELA classes, the district will purchase new curriculum/classroom materials including online learning tools which will be utilized to extend the classroom learning into the home following the school day. The purchase of McGraw-Hill ELA online text with ancillary materials will allow teachers of ELA content to continue their lessons and provide online learning assignments which enhance the in-class learning experience allowing for parent involvement from home. This will allow students who cannot stay after the regular day for tutoring, additional accessibility to extended learning, remediation, intervention, and acceleration. Specifically, for students with IEP's, the special education department will also purchase supplemental special education curriculum materials to enhance the educational programming for students with learning disabilities. As identified through progress monitoring and regular local assessment, students will be provided individualized instruction to address their disabilities while using the specialized curriculum to address learning deficits. Individual learning plans may include the implementation of additional instructional time or accelerated learning in specific skill areas to meet the needs of the student. During the instructional day, a math interventionist and ELA interventionist will work with students at the elementary level on an individual or small group basis during special/elective periods to target subject specific skill deficits for students identified through the MTSS program as needing additional instruction. This paired with the WIN period will potentially provide students with a double-dose of target/accelerated instruction to get students back on pace with their peers. Funding will be utilized to offset the cost of providing the What I Need, intervention time for students in need, purchasing of instructional materials which will help in extending the school day into the homes of students, and specialized curriculum for students with disabilities. Funding for these items will represent approximately 26.6% of the provided ARP/ESSR funding.

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 continuity of services and access to instruction components shall be addressed with the use of ESSR II funds such as sustaining mental health services, maintaining educational programming, and providing for the safety of all staff and students. ARP/ESSR III funding shall be designated for mitigation strategies and facilities improvements to facilitate the safe return of students to school as well as to address learning loss as identified in section 7. To allow for the safe return to in-person instruction for all students, it is necessary to have access to all parts of our buildings so that we can provide for social distancing during the instructional day. Over the past year, the condition of the roof at Union High School has degraded to the point that we have frequent leaks which prevent the usage of several areas of the building. The gymnasium roof has pulled free from the decking below, which has produced "tenting" of the rubber membrane. This has allowed for wind to produce large tears in the material. In several other areas such as over the cafeteria and the academic wing of the building, the rubber membrane has shrunk around the edges of the roof due to age, pulled free from the metal coverings at the edge, and produced tears in the membrane, resulting in several large leaks. With the roof being over 10 years past its expected useful life of the material, it is an absolute necessity to repair/replace the roof to ensure our ability to use the building for the instructional day. Otherwise, the district will be forced to provide remote learning for students when areas of the building are inaccessible/unusable. In a fiscally responsible manner, we have had an assessment performed on the roof to determine which options may be available for repair/replacement in the most cost-efficient manner. Tremco has provided an assessment which provides a strategy for repairing a significant portion of the roof with a polymer coating which carries a 30 year warranty at a significantly reduced cost as compared with replacement. The other portion of the roof requires a complete replacement, as it is past the point of being able to be repaired. Repairing/replacing the roof will allow for use of all areas of the building for instructional purposes and will facilitate social distancing of students upon their return. Throughout the 2020-2021 school year, it was essential that all spaces were available for usage. The gymnasium was utilized as a classroom for most of the instructional day, as were the cafeteria, library, and all other instructional rooms. We anticipate a similar need for the 2021-2022 school year. In addition, the new rubber membrane and polymer coating are white in color which is expected to greatly reduce the temperature of the upstairs academic portion of the building during the months of August, September, May, and June, which is expected to have a positive educational impact on our students and increase productivity for staff.

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	1,506,844	20%	301,369

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	In each building, students will participate in beginning of year, middle of year, and end of year assessments to gather data for comparison with pre-pandemic performance/expected performance levels. Assessments to be used will be Renaissance Star, CDTs, DIBELS, and PSSA/Keystone Exam data. In addition, local performance data will be reviewed by the MTSS team at the elementary level, and the WIN coordinator/data team at the high school on a weekly basis to determine which students require supplemental learning opportunities to build skill deficits and close learning gaps with peers. As students build skills and catch up with their peers, they may exit the program, providing incentive for full cognitive engagement during learning lessons.
Opportunity to learn measures (see help text)	Educators will have access to professional development specific to the implementation and use of new curriculum materials and online text for ELA courses. Also, student engagement will be measured through participation rates in the district's WIN program as well as regular weekly assessment of performance on local assessments. Performance data pertaining to building of skill deficits through the WIN program and numbers of students exiting the program due to goal attainment shall be monitored for effectiveness.
Jobs created and retained (by number of FTEs and position type) (see help text)	The district created a WIN Coordinator position (.5 FTE) to coordinate the review of student data, assignment of students in intervention programs, and coordination of teacher assignments for What I Need. The district also created a math interventionist/coaching position (.5 FTE) to improve the district's ability to meet the individual needs of students with deficiencies in mathematics. The district retained (2) .75 FTE paraprofessional positions and added another (2) .75 FTE paraprofessional positions to provide support through the implementation of the WIN period and use of interventionists in ELA and mathematics. Finally, the district retained three building-based teaching substitute positions (1.0 FTE each) who provide instructional services for students assigned to WIN at the district's expense. (total of 7.0 positions)

	Data Collection and Analysis Plan (including plan to disaggregate data)
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	<p>The WIN program will be utilized to promote accelerated learning and provision of interventions for students who have experienced learning loss due to the Covid19 Pandemic. When utilized along with our MTSS program, the additional intervention/instructional time will build student skills which are lacking/deficient due to lost learning time. Implementing the use of a mathematics interventionist to address learning loss in mathematics will be essential to recouping lost math instructional time.</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

\$1,506,844.00

Allocation

\$1,506,844.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	700 - Property	\$40,602.52	Renaissance Star Program subscription - diagnostic testing program
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	700 - Property	\$49,691.00	ELA curriculum materials and online textbook
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	700 - Property	\$13,491.35	Special education online educational programming and curriculum materials
1000 - Instruction	100 - Salaries	\$103,677.50	Salary for a math interventionist (.50 FTE) for school years 2021-2024
1000 - Instruction	100 - Salaries	\$104,364.00	WIN coordinator (.50 FTE) for school years 2021-2024
1000 - Instruction	200 - Benefits	\$88,264.41	Math interventionist benefits for years 2021-2024

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Function	Object	Amount	Description
1000 - Instruction	200 - Benefits	\$1,453.22	WIN Coordinator benefits for years 2021-2024
		\$401,544.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$1,506,844.00

Allocation

\$1,506,844.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	400 - Purchased Property Services	\$1,105,300.00	Union High School roof replacement and repair
		\$1,105,300.00	

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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	\$208,041.50	\$89,717.63	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$297,759.13
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$90,293.52	\$90,293.52
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$13,491.35	\$13,491.35
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
Services								
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$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	\$1,105,300.00	\$0.00	\$0.00	\$0.00	\$1,105,300.00

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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
	\$208,041.50	\$89,717.63	\$0.00	\$1,105,300.00	\$0.00	\$0.00	\$103,784.87	\$1,506,844.00
Approved Indirect Cost/Operational Rate: 0.0480								\$0.00
Final								\$1,506,844.00