

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	The District assessed all students in grades K-8 (mathematics) using the iReady diagnostic in the fall of 2020 and winter and spring of 2021. Additionally, all students in K-5 are individually assessed using the DIBELS assessment system three times during the 20-21 school year. Middle school students (6-8) took the HMH growth measure (ELA) three times during the 20-21 school year. All high school students were assessed using the CDT benchmark assessment in both ELA and mathematics. As a whole the District noted significant academic loss across all grade bands.
Chronic Absenteeism	Using our Student Information System (Infinite Campus) we are able to monitor student attendance across the District. The data from the 2020-2021 school year when compared to the 2018-2019 school year shows a significant increase in chronically absent students. NOTE: During the 2020-2021 school year ninety (90) percent of District students were learning virtually. Beginning of April 2021, we offered in person learning for any families who wanted to return to school.
Student Engagement	Each of our buildings were required to form "outreach teams" to visit the homes of students who were disconnected from the online learning platforms. These teams consisted of administrators, counselors, teachers, and community groups. Additionally, schools recognized students for their positive academic engagement. These learners were featured on LEA and school level social media platforms.
Social-emotional Well-being	Students and families were surveyed at the beginning of the 2020-2021 school year allowing us to gauge their interest in extra-curricular activities. Many of the schools conducted online clubs and activities to keep our students engaged and connected with their peers. The vast majority of these clubs were conducted via zoom. The parent surveys indicated a willingness and overwhelming desire to continue with athletics. With minimal interruption due to COVID we were able to successfully compete in all athletic seasons during the 2020-2021 school year.
Other Indicators	

Documenting Disproportionate Impacts

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

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	For the start of the 2020-2021 school year those students with a significant disability (self-contained) were offered in-person instruction while the general population remained online. Additionally, starting in February 2021 during our hybrid instructional model elementary special education students were afforded the opportunity of attend in-person

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	instruction both weeks while the general population attend on alternating weeks.
English learners	Starting in February 2021 during our hybrid instructional model elementary English Language Learners (EL) were afforded the opportunity of attend in-person instruction both weeks while the general population attend on alternating weeks
Students from low-income families	The District realized early in the pandemic that many of our families who are from low-income households would struggle with on-line learning due to the lack of technology. The District made a commitment to provide a device (chromebook or iPad) for every student in the District. Additionally, any family that did not have internet was given the chance to receive a hotspot so on-line learning could take place. Schools delivered chromebooks, iPads and hotspots to the homes of those families lacking transportation to secure the technology.

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	Self-contained special education students were able to attend in-person learning offerings for the entirety of the 2020-2021 school year except for COVID-19 forced shutdowns.

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	Students and families were surveyed at the beginning of the 2020-2021 school year allowing us to gauge their interest in extra-curricular activities. Many of the schools conducted online clubs and activities to keep our students engaged and connected with their peers. The vast majority of these clubs were conducted via zoom. The parent surveys indicated a willingness and overwhelming desire to continue with athletics. With minimal interruption due to COVID we were able to successfully compete in all athletic seasons during the 2020-2021 school year.

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

- Academic impact of lost instructional time
- Chronic absenteeism
- Student engagement

- Social-emotional well-being
- Other impact

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

iii. Student group(s) that Strategy #2 most effectively supports: (select all that apply)

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

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

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	

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

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

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

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

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

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

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

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

4. Stakeholder Engagement

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

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

During the spring of 2021 the District formed several committees and surveyed the families to determine what academic and social-emotional supports their children need. Specifically committees were developed to determine which enrichment and academic support offerings best meet the needs of our students. These committees were comprised of teachers, principals, community members, parents, district level administration, special education supervisors, School Board Directors, civic leaders and community school partners. NOTE: The district's homeless liaison and foster care point of contact was involved in all committee work and meetings ensuring the needs of this population were met.

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)**

The District will utilize the Summer Learning and Planning Resource Toolkit developed by the Wallace Foundation. This toolkit includes addressing and planning management, site climate, academic enrichment, staffing and professional development, student recruitment and attendance. Families will be surveyed at the end of each summer academic support session to determine if the program met the needs of their children. The District will have ongoing communication with the student support committee, which is comprised of multiple stakeholder, to ensure the Student Assistance Program (SAP) is meeting the social-emotional needs of the 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

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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)**

At the May 5th, 2021 Board of Director Committee of the Whole School Board meeting the District administration presented to ARP-ESSER plan. During this presentation the administration presented how the LEA plans on addressing the learning loss and social emotional needs of the students. Once approved, the full LEA ARP ESSER funds plan will be made available on the District website. Once posted to the District website the plan can be automatically translated to any number of languages.

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.

To address the academic impact of lost instructional time the District plans on implementing several different initiatives.a. Class size reduction - the District is committed to having twenty (20) student or

less at the elementary level. Summer learning opportunities - the District will offer summer learning and enrichment opportunities to all student K-12. After school enrichment - the District will offer high doses tutoring and small group instruction to those students struggling academically. Building based supports - Each building will be allocated additional financial resources which will be driven out by the District developed fair funding model to address any building specific needs including learning loss. Instructional supervisors - Using ARP-ESSER funds, two full time instructional supervisors will ensure the previously mentioned interventions are being implemented with fidelity across the district. b. Through on-going monitoring of student specific data as well as stakeholder input the district believes the evidence-based interventions listed above will meet the needs of those student most disproportionately impacted. The variety of initiatives which the district will be implementing will vary between schools and grade bands. Schools will meet at least twice a month with their instructional leadership teams to review student specific data to ensure the student groups that are most disproportionately impacted have access to the evidence-based interventions being offered. c. Schools have identified students who were chronic absent and/or did not consistently participate in remote instruction when offered during school building closures. Phone calls, letter through US mail and home visits were used and will be used to reach out to parents encouraging them to have their students participate.

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.

a. Continuity of Services: We plan to contract with an outside agency to contract a blended case manager (BCM) with all of our school buildings. The BCM will work directly with the school's administrator and Student Assistance Team to support families in need of social, emotional, and mental health needs. They may also assist with food insecurity issues within the home and connecting families to outside agencies, when appropriate. Through a partnership with the United Way of Erie County, the district will secure Community School Directors in all elementary and middle schools. b. Access to Instruction: The Blended Case Managers in each building have the ability to address the medical, mental health, attendance, and educational needs of students they serve. Using attendance data from the 2020-21 school year, the BCMs will reach parents of chronically absent students over the summer to provide ongoing support and education. They will also be key members of our Student Assistance Teams allowing them to intervene with students/families who are

in danger of becoming "chronically absent". Additionally, BCMs will be a "point of contact" for students who are experiencing difficulty in the classroom setting (academically). They may conduct home visits and outreach to ensure students have the chance to participate in all support opportunities.

c. Mitigation Strategies: The district is not using any 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. The district has committed general fund dollars for the purchase of masks, disinfectant, face shields, desk shields, and hand sanitizer. The district appointed Pandemic Coordinator is in constant contact with the local department of health agency and receives updated guidance as it is passed down from Federal and State public health officials.

d. Facilities Improvements: In order to repair and improve school facilities to reduce risk of virus transmission, the district architects and mechanical engineers have identified those buildings in need of HVAC upgrades. Currently, two school buildings do not have adequate ventilation and an additional five buildings are in need of ventilation upgrades. In working with district architects, those seven buildings have been prioritized as needing immediate attention. ARP-ESSER will specifically look at two buildings, Erie High School and Edison Elementary. Erie High School is receiving a major overhaul due to the influx of these federal dollars. The building has not received any major renovations since its erection in 1957. Edison Elementary is a building which is in need of major overhauling as well. The phase 1 facility plan called for the building to be renovated in phases. However because of the availability of ARP-ESSER funding the board and district architects believe building a new building is the better investment of federal and school district dollars.

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	60,737,251	20%	12,147,450

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	Building Level Instructional Leadership Teams (ILTs), central administration and educational coordinators will meet at least twice each month to analyze data. Additionally, support from the Education Data Analyst will help facilitate and guide meaningful data discussions around grade level/department data, student work samples, attendance, and instructional strategies.
Opportunity to learn measures (see help text)	Student engagement will be monitored through administrative 'walk-throughs' and documented in PA-etep, as well as weekly lesson plan reviews by direct supervisors. All students in the district will have access to 1:1 devices including iPads for K-1 students and Chromebooks for learners in 2-12. Using Title II funds, we will incorporate professional development around effective use of technology. All parent survey results (Title I Needs Assessment) will be shared with faculties at the beginning of the 2021-22 school year.
Jobs created and retained (by number of FTEs and position type) (see help text)	Starting with the school year of 2020-21 the district will increase our FTEs by 87. This total includes 46 additional teachers to bring class size down from the traditional 25 to 20 students in all elementary buildings. In addition in order to address the rapid expansion of the families which are choosing our in house cyber program we are adding an additional 15 teachers for that program. To assist with the educational initiative which the district implemented to address learning loss and learning acceleration the district hired 6 district level administration, five for educational purposes and one for social emotional needs. Nine mental health specialist will be hired to ensure each building has a mental health specialist, ten custodians have been hired to ensure the buildings are being properly disinfected and lastly one nursing supervisor has been hired to maintain the appropriate reaction to the students medical needs are being met. Over the course of the ARP-ESSER application the district plans on slowly decreasing the number of FTEs employed by the district through natural attrition so we do not fall off the grant funding cliff. As we progress through the four years of the grant we will assess the state and local funds to determine if any of these positions can be retained after the grant funding runs out. The current estimate for the district shows we can retain the majority of the employees based on the estimated increase in state subsidy the district is slated to get over the four years of the grant funding cycle, with the decrease being from the teacher ranks.
	All students in grades K-12 will have the opportunity to participate in summer

	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>enrichment. Each building will specifically tailor instruction (as well as enrichment opportunities) to best meet the needs of their individual learners. At the conclusion of each summer enrichment sessions, parents will be surveyed to gauge their thoughts on the program. We will use this data to being planning summer opportunities for 2022 (and beyond) in the fall of 2021. After-school programs, including academic support and enrichment opportunities, will be offered to students in grades K-12. Utilizing an Early Warning Dashboard, each building will be able to identify students in need of academic support and intervention. As with the summer programming, parents will be surveyed at the end of the year to share their input on the interventions and enrichment opportunities. Achievement and assessments scores, as well as student attendance, will be carefully monitored to determine the effectiveness of the programs.</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

\$60,780,476.00

Allocation

\$60,780,476.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$8,589,700.00	Forty Six (46) K-5 class size reduction teacher salaries. This will be split between the four years grant expenditures are permitted.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$4,593,946.00	Employee benefits and payroll liabilities for the 46 class size reduction teachers (FICA, Retirement, WC, UC, Med, Dental, Vision, and Life).
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$6,196,625.00	Teacher overtime to support afterschool and summer school programming.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$2,151,000.00	Salary for fifteen (15) additional in-house cyber school teachers
			Employee benefits and

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$1,134,630.00	payroll liabilities for the 15 in-house cyber school teachers (FICA, Retirement, WC, UC, Med, Dental, Vision, and Life).
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$765,909.00	Salary for 150 new teachers and mentor teachers for professional development designed for educating urban students.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$99,568.17	Employee benefits and payroll liabilities for the new teachers and mentor teachers for the induction program (FICA, Retirement, WC, UC, Med, Dental, Vision, and Life).
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$306,000.00	Contracted services with Allegheny IU 3 for mentor teachers professional development
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$45,000.00	Supplies for the new teacher induction program
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$1,100,000.00	Contracted services with curriculum companies for ongoing professional development designed around instruction for board approved curricular materials
1100 - REGULAR PROGRAMS – ELEMENTARY /	100 - Salaries	\$586,418.40	Salary for professional development for summer enrichment and

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Function	Object	Amount	Description
SECONDARY			remediation programs.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$76,234.39	Employee benefits and payroll liabilities for the professional development for summer enrichment and remediation programs (FICA, Retirement, WC, UC, Med, Dental, Vision, and Life).
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$345,000.00	Contracted Services for professional development on Professional Learning Communities for building Instructional Leadership Teams
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$120,000.00	Materials for contracted services for professional development on Professional Learning Communities for building instructional leadership teams
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	300 - Purchased Professional and Technical Services	\$1,293,666.80	Contracted Services with PIVOT learning for professional development opportunities for our teachers in high quality, high expectations pedagogy
		\$27,403,697.76	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$60,780,476.00

Allocation

\$60,780,476.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$16,951,868.00	Venelation upgrades for the District buildings which have been identified through our Facility plan as having inadequate venelation.
2200 - Staff Support Services	100 - Salaries	\$1,938,858.00	Salary for six (6) Educational Team Supervisors to support the direction of the educational goals outlined in the narrative portion of this grant. This is over a three year period.
2200 - Staff Support Services	200 - Benefits	\$594,052.00	Benefits and payroll obligations for 6 Education Team Supervisors (FICA, Retirment, WC, UC, Medical, Dental, Vision, and Life).
2200 - Staff Support Services	300 - Purchased Professional and Technical Services	\$224,400.92	Contracted blended case managers and the expenation of the community school expansion model.

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Function	Object	Amount	Description
5000 - OTHER EXPENDITURES AND FINANCING USES	900 - Indirect Costs Rate	\$1,200,903.86	Indirect Cost Rate
2400 - Health Support Services	100 - Salaries	\$245,676.46	Salary for nursing supervisor
2400 - Health Support Services	200 - Benefits	\$82,202.24	Benefits and payroll obligations for nursing supervisor (FICA, Retirement, WC, UC, Medical, Dental, Vision, and Life).
2600 - Operation and Maintenance	100 - Salaries	\$1,031,232.38	Salary for ten (10) additional custodial staff to ensure proper cleaning and disinfecting of classrooms
2600 - Operation and Maintenance	200 - Benefits	\$704,060.21	Benefits and payroll obligations for 10 additional custodial positions (FICA, Retirement, WC, UC, Medical, Dental, Vision, and Life).
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$200,000.00	Contracted agreement with outside agency to provide mental health supervisory services
2700 - Student Transportation	100 - Salaries	\$350,000.00	Overtime costs associated with transportation for students to summer enrichment activities
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$1,316,643.46	Overtime costs for employees who are on the school level Student Assistance Program Teams

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Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$1,314,188.00	Salary for nine (9) additional mental health specialists
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$683,844.00	Benefits and payroll obligations for 9 additional mental health specialist (FICA, Retirement, WC, UC, Medical, Dental, Vision, and Life).
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$781,580.00	Contracted services with outside agency to provide after school and summer school enrichment activities
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$3,252,268.71	Contracted agreements with local community centers to provide after school and summer school learning loss and enrichment activities
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$2,505,000.00	Contracted agreement with United Way for Community School Expansion to all remaining Elementary schools and Middle Schools.
		\$33,376,778.24	

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Section: Budget - Budget Summary
BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$18,289,652.40	\$5,904,378.56	\$3,044,666.80	\$0.00	\$0.00	\$165,000.00	\$0.00	\$27,403,697.76
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$2,630,831.46	\$683,844.00	\$6,738,848.71	\$0.00	\$0.00	\$0.00	\$0.00	\$10,053,524.17
2200 Staff Support Services	\$1,938,858.00	\$594,052.00	\$224,400.92	\$0.00	\$0.00	\$0.00	\$0.00	\$2,757,310.92
2300 SUPPORT								

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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 – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$245,676.46	\$82,202.24	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$327,878.70
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$1,031,232.38	\$704,060.21	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,735,292.59
2700 Student Transportation	\$350,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$350,000.00
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	\$16,951,868.00	\$16,951,868.00
	\$24,486,250.70	\$7,968,537.01	\$10,007,916.43	\$0.00	\$0.00	\$165,000.00	\$16,951,868.00	\$59,579,572.14
Approved Indirect Cost/Operational Rate: 0.0274								\$1,200,903.86
Final								\$60,780,476.00

