

## **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?

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Academic Impact of Lost Instructional Time</b>	WCS uses evidence-based academic screeners to monitor student achievement and growth. For Literacy, WCS uses the Dynamic Indicators of Basic Literacy Achievement (DIBELS 8th Edition). For Math, WCS uses the Georgia Numeracy Project (GNP). There are two parts to the GNP: the Global Strategy Stage Assessment (GloSS) and the Individual Knowledge Assessment of Numbers (IKAN). These screeners were given to all students in September 2021 and will be administered again several times over the 2021-22 school year.
<b>Chronic Absenteeism</b>	Chronically-absent students were identified during the 2020-21 school year for placement in our in-person Remote Access Center (RAC). The results of the September 2021 DIBELS, IKAN, and GloSS screeners can be used to determine the extent of learning loss amongst this group.
<b>Student Engagement</b>	Students with low-engagement in our 2020-21 remote model were likewise identified for placement in our spring RAC. The results of September 2021 DIBELS, IKAN, GloSS screeners that took place in September 2021 can be used to determine the extent of learning loss amongst this group.
<b>Social-emotional Well-being</b>	WCS uses two screeners to monitor emotional health and wellbeing. The first is the Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) and is given by homeroom teachers 4x a year. The second is Closegap, a self-reporting method which is administered weekly.
<b>Other Indicators</b>	

**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.

<b>Student Group</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
Students from low-income families	Because a majority of WCS’s population qualifies as “low-income,” our school-wide strategies and measurements are designed to serve this population.
	Using family surveys, we determined that students experiencing homelessness or home insecurity were more likely to have a technology gap that

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students experiencing homelessness	affected their ability to fully participate in remote instruction. WCS administrators worked to provide devices and internet access to increase their participation.
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Because such a large majority of WCS's student body identifies as being part of a racial minority group, our school-wide strategies and measurements are designed to serve this population.

**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
<b>Strategy #1</b>	WCS increased the amount of student-facing staff for the start of the 2021-22 school year. In order to address students' academic needs, we have added a literacy interventionist and math interventionist at each of our two school sites as well as a cross-site literacy coordinator. We have hired two permanent building subs to address an expected increase in staff absenteeism; To address students' social-emotional well-being, we have hired one additional counselor at each site and we have added another member to each campus' Behavioral Support Team.

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.**

This strategy will have a positive impact on all students, but especially those who are struggling with academics or experiencing negative social-emotional impacts. Students from low-income families,

**Reflecting on Local Strategies: Strategy #2**

	<b>Strategy Description</b>
<b>Strategy #2</b>	For the start of the 2021-22 school year, WCS reoriented our schedule and academic approach to reflect the increased need for differentiation and intervention amongst students. Our newly created "What I Need" (WIN) blocks will allow teachers, interventionists, specialists, counselors, and administrators to provide targeted small-group Tier II instruction to groups of students. Students will be grouped based on proficiency and provided with goals for improvements over the course of the 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:

This strategy will have a positive impact on all students, but especially those who are struggling with academics or experiencing negative social-emotional impacts. Students from low-income families,

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.

This strategy will have a positive impact on all students, but especially those who are struggling with academics or experiencing negative social-emotional impacts. Students from low-income families,

**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.)

WCS's Cross-Site Administrative Team, consisting of leaders across the organization's critical functions, has organized the process, informed decisions, and sought input from critical stakeholders while planning our academic, social-emotional, and operational response to Covid-19. The Administrative Team facilitated the formation of six domain-specific task forces ("Think Tanks") that included a cross-section of school staff from both WCS campuses. The Think Tanks have both provided feedback and support for the planning process and collected data and feedback from the broader WCS community. To capture a fully representative understanding of the WCS community's needs and concerns as we respond to Covid-19, WCS has also surveyed all families and staff, seeking input on how to minimize risk, maximize the comfort level of parents and staff members, and provide quality instruction to students. Our Covid response - including safety measures, instructional decisions, and other responses - was created with input from our Student Health Services Provider, MACCS, the School District of Philadelphia, and representatives from the Health Department. WCS reviewed guidelines from the School District of Philadelphia, the Pennsylvania Department of Education, the American Academy of Pediatrics, the Children's Hospital of Philadelphia, the National Academies of Sciences, Engineering, and Medicine, the WHO, the CDC, and a wide variety of public and nonpublic schools and districts across the country. Safety and instructional plans were reviewed by Wissahickon's Board of Trustees and approved by formal vote whenever necessary. Our action plan for addressing the impacts of lost instructional time (both academic and social-emotional) is built by our Data Team which includes our Director of Data and Accountability, Math Program Coordinator, Literacy Program Coordinator, Reading Specialists, Directors of Learning Support, and Principals in consultation with Lead Teachers, Assistant Teachers, Apprentices, Learning Specialists, Interventionists, Coaches, Guidance Counselors, Behavioral Support Team Members, Deans and Assistant Deans of Culture, and Specialists. WCS partners with a consultant, Paul Dean, of Jounce Partners. The Jounce Partners team provided planning capacity across operational,

academic, and staff development domains to support the development and implementation of the school's reopening plan and ongoing academic and administrative operations.

### **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)**

WCS will continue to consult the groups and individuals mentioned above and will seek guidance from other experts and stakeholders as appropriate in order to fully develop the LEA Plan for the use of ARP ESSER FUNDS, providing as many opportunities as possible for meaningful input from these groups through surveys, meetings of internal administrators, and consultation with outside advisors.

### **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)**

WCS administrators, including the CEO, Director of Assessment & Accountability, Operations Manager, and Director of Development will work collaboratively to develop a plan to make the public the Plan for the Use of ARP/ESSER Funds, pulling additional WCS administrators into the process as necessary. As we did with our Covid Health and Safety Plan, Wissahickon will seek official approval of the Plan for Use of ARP/ESSER Funds from Wissahickon's Board of Trustees. The plan will be presented at a Board of Trustees Meeting for a vote of acceptance and a Governing Body Affirmation Statement will be signed by our Board President upon approval. After the above development and approval of our plan is completed, it will be posted to the Wissahickon Charter School website and submitted to PDE as required.



## **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.

The instructional leadership team at WCS created WIN (“What I Need”) Blocks to provide targeted small-group Tier II interventions in order to address the impact of lost instructional time during remote learning. During the first five weeks of the 2021-22 school year, students are comprehensively screened in literacy, math, executive functioning, and social-emotional health using assessment tools from evidence-based interventions such as Reading Horizons, Bridges, Dreambox, The Georgia Numeracy Project and DIBELS 8th Edition Subtests. From there, administrators create small groups to target each students’ greatest learning needs. Utilizing our vast human resources, this small group instruction is supported by interventionists, learning specialists, literacy and math coordinators, and guidance counselors in addition to each classroom’s lead and assistant teacher. In order to measure the effectiveness of these interventions, screeners are administered again periodically throughout the school year. Students who were chronically absent or had low-engagement were also screened during last year’s Remote Access Center program and/or during our 2021 Summer Program, providing us with additional insight as to how this student group has responded to our interventions. In order to sustain our academic recovery efforts and ensure that our most vulnerable students continue to rebound from the impacts of lost instructional time, students at Wissahickon are identified for inclusion in our summer school programming based on their school year achievements and the identified need for additional support and intervention to ensure their academic success. During the program, WCS will use evidence-based resources such as Reading Horizons, Discovery, Elevate, Heggerty, Bridges Intervention, Dreambox, and Open Up. All aspects of the summer program are organized and supervised by our Summer Program Coordinators. Finally, we will enhance technology interventions to directly address student learning loss through the purchase of additional classroom Smartboards and a 10% recovery/loss inventory of Chromebooks and iPads. All of these items will address learning loss by ensuring that students are engaging with the online resources that are now a core part of our curriculum and allowing for remote learning when necessary.

**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.

WCS will use the remaining ARP ESSER funds to support the salaries of the staff most critical to the continuity of instruction and operations during Covid-19 recovery: Director of Operations (90%): All operations are impacted by Covid-19 including transportation, facilities, health and safety, the front office, and food services. Director of Human Capital (DHC) (50%): DHC is responsible for hiring and on-boarding all new positions created to address impacts of Covid-19. DHC also works with all employees around Covid- related benefits and leave and must stay abreast of relevant changes to federal, state and local laws. Director of Technology (60%) and IT Manager (40%): . The school's technology infrastructure and inventory of online platforms has increased to support remote learning, and all of these items need to be regularly maintained, updated, and monitored. All students now have a device from which they can access a program of instruction remotely, to be used in the event of quarantine. With more staff using technology, there is also an increased need for support as issues arise. Facilities Managers (2 at 50%): The Facilities Managers oversee and maintain many of the safety mitigations put in place for our Covid-19 response. Guidance Counselors (2 at 40%): Guidance Counselors will see an increased number of students with adverse social-emotional effects caused by the pandemic and lost instructional time and increased severity of cases. Assessment and Accountability Manager (AAM) (20%): The AAM will be responsible for measuring and monitoring learning loss from the pandemic and will likewise measure and monitor the effectiveness of all interventions in place. Director of Development (DoD) (20%): DoD will lead increased fundraising efforts to support increased costs related to Covid-19 safety measures, learning loss, and increased student social-emotional needs. DoD will oversee all federal funding applications and reports. Director of Learning Supports (20%): Students with IEPs experienced more significant learning loss during remote learning: the Director of Learning Supports continually oversees the academic resources and instruction offered to students with IEPs to address and remediate this learning loss. Literacy Coordinator, Two Guidance Counselors, Two Building Subs (100%): These positions were newly added in direct response to needs stemming from the Covid pandemic. The Literacy Coordinator will work to address learning loss, Guidance Counselors will work with students experiencing trauma and other adverse social-emotional issues, and Building Subs will provide additional instructional support. The remaining funds will be used towards payment of a Covid Stipend to all staff in Fiscal Years 23 and 24 to compensate for the extra time and effort needed to follow safety protocols and address increased student need as we return to in-person learning.

#### **9. For LEAs with one or more Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) school only**

Please verify consultation of the [Evidence Resource Center](#) in developing the LEA Plan for the Use of ARP ESSER Funds and provide a justification for any intervention that is not supported by tier 1, 2, 3, or 4 evidence. If the LEA does not include a school with a CSI or ATSI designation, indicate "Not Applicable."  
**(3,000 characters max)**

N/A

#### **10. 20% Reservation Calculation**

Please enter your ARP ESSER total allocation amount and then click Save.

**\*Please ensure that your 20% (or greater) budgeted amount for Learning Loss is itemized in your**

**Project #: 223-21-1032**  
**Agency: Wissahickon CS**  
**AUN: 126510007**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

Budget.

	<b>ARP ESSER Allocation</b>	<b>Reservation Requirement</b>	<b>Reservation Amount (calculated on save)</b>
<b>20 Percent Reservation</b>	6,814,388	20%	1,362,878

**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:

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b>	WCS retains an Assessment and Accountability Manager who, amongst other responsibilities, collects all data from students’ evidence-based screeners and mandated testing such as the Pennsylvania System of School Assessment (PSSAs) and compiles comprehensive spreadsheets of this data over time. This data is then organized by WCS’s “Data Team,” which in addition to the AAM includes our Math Program Coordinator, Literacy Program Coordinator, Reading Specialists, Director of Learning Support, and Principals. This group reacts and processes whole picture data, compiles trends, and creates a menu (whole group, small group) of interventions for social emotional, executive functioning, math, and literacy. Each grade band’s Instructional Team then holds a “Date Summit” at which time they meet and process the compiled screener data to make an action plan to address gaps in learning. This process is repeated periodically throughout the year in order to measure student progress and amend our interventions as needed.
<b>Opportunity to learn measures (see help text)</b>	WCS’s Assessment and Accountability manager collects data on student attendance. During the 2020-21 school year, WCS’s Director of Technology and Technology Manager distributed and analyzed family surveys to assess our communities’ technology needs and then distributed tech devices to any students who needed them. At the start of the 2021-22 school year, Wissahickon became a 1:1 device school so that all students have access to a tech device as needed.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	WCS’s Director of Human Resources maintains thorough records and documentation of our active staff positions and personnel.
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	WCS maintains participation and attendance data for its summer programs. Wissahickon can compare summer program students’ screener data from the end of the 2020-21 school year to the screener data from September 2021 to assess the effectiveness of the program. Wissahickon’s afterschool attendance is recorded by our After School Program Coordinators.



**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 LEA<sup>1</sup>. 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.

<sup>1</sup>Calculations 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**

\$6,819,238.00

**Allocation**

\$6,819,238.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$61,084.85	Summer program Teacher Slaries for Lower school and Middle (2)
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$6,587.11	Benefits for Summer program Teacher (2) Lower school and Middel School
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$5,250.00	Summer program Cooridinator Salaries (2) Lower School and Middle School
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$664.13	Benefits for Summer Coordinator (2) Lower Scjhool and Middle School
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$61,836.00	ESY Summer Program Teacher Salary
1200 - SPECIAL PROGRAMS – ELEMENTARY /	200 - Benefits	\$7,822.25	ESY Summer Program Teacher Benefits

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Function	Object	Amount	Description
SECONDARY			
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$5,250.00	ESY Summer program Coordinator Salaries
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$664.13	ESY Summer Program Coordinator Benefits
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$244,832.00	Salaries for 2 Math interventionist for 3 FY's
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$177,497.26	Benefits for 2 Math interventionists for 3 FY's
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$244,832.00	Salaries for 2 Literacy interventionist for 3 FY's
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$94,988.88	Benefits for 2 Literacy Interventionists for 3 FY's
1000 - Instruction	600 - Supplies	\$78,960.00	iPads
1000 - Instruction	600 - Supplies	\$70,800.00	Chromebooks
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$57,000.00	Smartboards
1100 - REGULAR			

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Function	Object	Amount	Description
PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$245,779.00	Instructional Software and Supplies
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$70,726.39	Salaries for 2 Building Subs
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$17,681.60	Benefits for 2 building subs
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$1,169,667.93	Salaries for 7 Middle School Math and Science Teachers
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$390,706.28	Benefits for 7 Middle School Math and Science Teachers
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$519,442.81	Salaries for 3 1st grade Teachers
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$175,686.20	Benefits for 3 1st grade Teachers
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$514,401.92	Salaries for 3 2nd Grade Teachers
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$272,023.87	Benefits for 3 2nd Grade TEachers

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$561,349.11	Salaries for 4 3rd Grade Teachers
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$210,243.57	Benefits for 4 3rd Grade Teachers
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$179,871.83	Salaries for Kindergarten Teacher
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$44,967.96	Benefits for Kindergarten Teacher
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$230,000.00	COVID Stipend retention
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$121,446.00	Salaries for 4th grade Teacher
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$57,238.56	Benefits for 4th grade Teacher
		<b>\$5,899,301.64</b>	

**Section: Budget - Support and Non-Instructional Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$6,819,238.00

**Allocation**

\$6,819,238.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$79,567.50	Salaries for Literacy Coordinator
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$50,127.50	Benefits for Literacy Coordinator
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$102,999.60	Director of School Operations salaries
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$42,017.68	Director of Operations benefits
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$47,825.11	Salaries for Director of Human Capital
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$36,458.94	Benefits for Director of Human Capital
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$51,936.77	Director of Technology Salaries



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Function	Object	Amount	Description
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$41,429.77	Director of Technology Benefits
2200 - Staff Support Services	100 - Salaries	\$24,000.00	Partial salaries for IT Manager
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$7,500.00	benefits for IT Manager
2600 - Operation and Maintenance	100 - Salaries	\$60,203.37	Salaries for 2 Facilities Manager
2600 - Operation and Maintenance	200 - Benefits	\$36,173.38	Benefits for 2 Facilities Mangers
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$182,858.89	Salaries for 4 Guidance Counselors 2 FT , 2 PT
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$68,076.31	Benefits for 4 Guidance Counselors2 FT, 2 PT
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$17,894.88	Salaries for Assessment and Accountability Manager
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$8,705.53	Benefits for Assessment and Accountability Manager
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$16,879.43	Salaries for Director of Development
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$2,135.25	Benefits for Director of Development

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<b>Function</b>	<b>Object</b>	<b>Amount</b>	<b>Description</b>
2300 - SUPPORT SERVICES – ADMINISTRATION	100 - Salaries	\$25,746.79	Salaries for Director of Learning Supports
2300 - SUPPORT SERVICES – ADMINISTRATION	200 - Benefits	\$17,399.66	Benefits for Director Learning Supports
		<b>\$919,936.36</b>	

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**Section: Budget - Budget Summary**

**BUDGET SUMMARY**

	<b>100 Salaries</b>	<b>200 Benefits</b>	<b>300 Purchased Professional and Technical Services</b>	<b>400 Purchased Property Services</b>	<b>500 Other Purchased Services</b>	<b>600 Supplies 800 Dues and Fees</b>	<b>700 Property</b>	<b>Totals</b>
<b>1000 Instruction</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$149,760.00	\$0.00	\$149,760.00
<b>1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY</b>	\$3,922,904.84	\$1,448,285.42	\$0.00	\$0.00	\$0.00	\$302,779.00	\$0.00	\$5,673,969.26
<b>1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY</b>	\$67,086.00	\$8,486.38	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$75,572.38
<b>1300 CAREER AND TECHNICAL EDUCATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1400 Other Instructional Programs – Elementary / Secondary</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1600 * ADULT EDUCATION PROGRAMS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1700 Higher Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$262,426.39	\$118,203.81	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$380,630.20
<b>2200 Staff Support Services</b>	\$24,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$24,000.00

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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
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$263,282.58	\$155,646.83	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$418,929.41
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$60,203.37	\$36,173.38	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$96,376.75
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>\$4,599,903.18</b>	<b>\$1,766,795.82</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$452,539.00</b>	<b>\$0.00</b>	<b>\$6,819,238.00</b>
<b>Approved Indirect Cost/Operational Rate: 0.0000</b>								<b>\$0.00</b>

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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
							Final	\$6,819,238.00