

Program Funding Description

* Describe how the LEA will use program funding to accelerate learning. How will the use of these funds be integrated with funding received from other ARP-ESSER Learning Loss funds

SGCS will use funding to accelerate learning through the utilization of supplemental instructional services to students disproportionately impacted academically and socially emotionally by the covid 19 pandemic. Academic and SEL supplemental instructional services will be provided by certified teachers and qualified mental health professionals using evidence and research based methodology and resources. During, after school, and summer school supplemental services will all be used to accelerate student learning from covid impact deficits.

(including original ARP-ESSER funding and other programs involved in this application)

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 these specific 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.

Stakeholder Engagement

3. Describe how the LEA, in planning for the use of these 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 such as public libraries, institutions of higher education, community based organizations, civil rights organizations (including disability rights organizations) ; stakeholders representing the interests of children with disabilities,

Stakeholders engaged in SGCS ESSER planning and allocations have included: leadership, instructional staff, support staff, medical professionals, board members, and family members using the following engagement methods:

- Annual family survey
- Annual staff survey
- Information collected during families from fall and spring conferences beginning in fall of 2020
- Public monthly board meetings (ESSER presentation- 9/21/21; Reopening Plan presentation- 7/20/21, ESSER/ARP presentation- 12/14/21)

English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

Use of Stakeholder Input

4. 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 these ARP ESSER Funds. **(3,000 characters max)**

Using the stakeholder engagement methods listed above (#3), the SGCS team reviewed stakeholder data during the fall of 2021 to create the support strategies and began implementation in the 2021-2022 school year.

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

5. Describe the process for development, approval, and making public the LEA Plan for the use of these 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**

Process for development of the use of ARP ESSER Funds. Using the stakeholder engagement methods listed above (#3), the SGCS team reviewed stakeholder data during the fall of 2021 to create the support strategies and began implementation in the 2021-2022 school year.

Approval and Public Use for Use of ARP ESSER Funds: On 12/14/21, ARP/ESSER presentation will be presented to the SGCS board of trustees and community. On 12/15/21, the public presentation and LEA Plan for ARP ESSER funds will be located on the school's website, as well as BoardDocs for public access. Alternate formats of the plan will be provided upon request of individual's in need.

max)

Engaging Outside Entities and Service Providers

6. Identify outside entities and/or service providers (Institutions of Higher Education, public libraries, clubs, etc) the LEA plans to engage in the implementation of programs using this ARP ESSER funding. Provide a description of how those entities will support the specific LEA activities.

Entity Name	Description of outside Entity Activities
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<p>Northeast Foundation for Children</p>	<p>Responsive Classroom Level 1 4 day training.</p>
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ASSURANCE – No outside entity utilized

Assurances: The LEA is required to provide the following assurances:

- The LEA will use a data driven approach, that includes stakeholder input (e.g. families, staff, community members) to implement evidence based social and emotional programming specifically designed to provide a full continuum of equitable support to address identified student needs and support resiliency through strength development.

- The LEA will utilize existing professional and support staff for the activities associated with this funding source to the maximum extent possible

- The information contained within this grant application is accurate and reflects the LEA's data, evidence-based intervention(s), and plan of action. The evidence has been appropriately documented and maintained by the LEA and was prepared in accordance with the guidance set forth in the American Rescue Plan Elementary and Secondary Schools Emergency Relief Fund (ARP ESSER) grant application.

- The LEA will implement appropriate fiscal monitoring of and internal controls for these 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).

- LEA will complete quarterly Federal Financial Accountability Transparency Act (FFATA) reports and comply with all PDE reporting requirements, including on matters such as:
 - o 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;
 - o 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;
 - o Data on each LEA's and school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
 - o 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;
 - o LEA uses of funds to sustain and support access to LEA-supported early childhood education programs;

ESSER Fund (ARP ESSER) 7% Set Asides Consolidated

- o 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);
- o Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- o Requirements under the FFATA; and
- o 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 these 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, and other ARP ESSER 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. 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.

- 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(j) of the ARP Act; and the LEA Plan for the Use of ARP ESSER Funds.