

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	<p>During the 2020-2021 school year CASD implemented the MTSS process in grades K-7 to target specific learning deficits determined by diagnostic and benchmark assessments. This process will continue in upcoming years and will also be implemented in grades 8-12. The MTSS framework for our district, provides additional resources for teachers to formatively assess students on a more frequent basis, analyze the data derived from this process, and then prepare interventions to support each learner. While data was gathered through a variety of sources during 20-21, diagnostic and benchmark tools such as Acadience and NWEA MAP will provide greater clarity to identify needs and associated interventions as students return to school in the fall. Interventions and supplemental materials such as IXL and Lexia have already yielded results for academic growth. In addition to the tools mentioned above PSSA data will be used to identify academic strengths and weaknesses. The data has also clearly demonstrated a need to change the Core Program that supports the ELA curriculum.</p>
Chronic Absenteeism	<p>Student absence data was examined regularly by each school's administrative team, as well as through referral by teachers and counselors, to meet the needs of students who were not attending school in-person or virtually. Since the pandemic there has been an increase of absenteeism in the CASD. Home visits and supports were done by a variety of administrators and personnel within the district to ensure parents and students understand the need for attending school on a regular basis. For 21-22, those students who have already demonstrated chronic absenteeism have been identified. Additional needs identified during the year will be addressed through each building's SAEP team, counselors and administration. This is a huge task that includes the review of CASD's attendance policy.</p>
Student Engagement	<p>Student engagement during the 20-21 school year was considered as attendance and participation in class during in-person or virtual learning and work submission during remote learning. During the pandemic and remote learning there was a decrease in student participation. Upon return to the brick and mortar setting students participation and engagement rose compared to when learning remotely. With a full return to in-person learning for 2021-2022 and 2022-2023 engagement will be an area of emphasis, accompanied by teachers, staff, and administration working to build relationships with students and creating a welcoming and safe environment for their return. Student engagement in extracurricular activities and sports has stayed relatively the same since prior to the pandemic.</p>
Social-emotional Well-being	<p>CASD will implement a universal social emotional screener to determine the needs of our students before they become a concern. The screener, Aperture offers a reliable, quick, and systematic way to determine behavioral and emotional strengths and weaknesses of children. The data will be used by the counseling and administrative teams to respond to needs through our MTSS framework in conjunction with our academic supports. CASD will continue to</p>

	Methods Used to Understand Each Type of Impact
	emphasize the need for our teachers, staff, and administrators to engage in active relationship building with our students and their parents/guardians. Additional resources will continue to be examined to support the social emotional needs of our students.
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])	PSSA scores, Benchmark assessments, and MAP data will be used to identify and measure impacts of the pandemic. Students with disabilities returned to in-person instruction early, with some students attending in-person for the majority of the year. Data from progress monitoring most recent Acadience data as well as attendance data was used to determine areas of ongoing need or new areas to be addressed by the IEP team. For those students who were not able to fully access all of the services needed for success, compensatory services through grants have been made available during the summer months and will occur again during the summer of 2022. Students also received services through our ESY program. Progress monitoring will continue to be used throughout 2022-2023 as well as implementation of the MTSS framework for academics and behavior,
English learners	PSSA scores, Benchmark assessments, and MAP data will be used to identify and measure impacts of the pandemic. English learners returned to in-person instruction early, with some students attending in-person for the majority of the year. Data from progress monitoring, most recent Acadience data, anecdotal notes from ELL teachers, as well as attendance data was used to determine areas of ongoing need. Progress monitoring will continue to be used throughout 2022-2023 as well as implementation of the MTSS framework for academics and behavior,

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	PSSA scores, Benchmark assessments, and MAP data will be used to identify and measure impacts of the pandemic. Student access and engagement was monitored anecdotally by classroom teachers, providing updates and information to the counseling team or an assigned administrator if a student became disengaged or otherwise stopped interacting through the technology during virtual learning. This then served as a catalyst for outreach to determine if access or situations had changed that needed to be responded to. This would include the need for technology that would include hotspots. Finally, as with all students in the district, meals were available for pickup for all families throughout the pandemic in an effort to minimize difficulty and hardship for students and households.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	K-2 Students: Due to the pandemic restrictions and school closures instruction has been challenging especially for our primary students who may not have had access to preschool or early intervention services. This will be tracked through Acadience and MAP progress. Interventions will be implemented as needed.

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	Utilization of the Acadience and NWEA MAP for benchmarking and growth data. This will help classroom teachers and interventionalist work with students in order to address their individual needs through the MTSS process.

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	The CASD is committed to providing a more robust virtual learning experience for students through the implementation of the Cyber Program utilizing CASD staff and a drop in center. This was done to engage students more consistently and to meet the diverse needs of each of our learners through the variety of services and supports. The learning management system offers a variety of core and elective courses providing students with a well rounded education.

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	A family liaison was hired during 20-21 school year to enhance community outreach and interaction, specifically to address our Hispanic population and homes where the primary language is Spanish.

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.)

CASD gathered information from teachers, staff, community, and parents primarily through a survey. 750 completed surveys were returned with an emphasis placed on staffing and academic needs of our students. The Superintendent also meet with PTO parents to discuss the use of ESSER funds as well as receiving information via email and through a liaison meeting with the Coatesville Teacher Association. Goals established through the strategic plan, facility needs, and athletic strategic plan were also evaluated. Due to the increase in families requesting virtual learning CASD cabinet and board members also discussed the need to continue to provide in person and remote options to students to accommodate the needs and preferences of all students and families. ESSER funds will continue to support the implementation of the CASD Cyber Program. In addition to the cyber program, funds will continue to be used to provide a variety of supports and personnel to address learning loss through the support of the Chester County Intermediate Unit and the implementation of the MTSS process. The Operations Committee members discussed the utilization of funding to help facilities with regard to upgrades in ventilation and other HVAC systems in our schools. There is also a great need to support the current staffing counts to avoid an impact to class size and retainment of staff.

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 CASD plan evolved from evaluation of student academic needs, staffing supports and alignment to the strategic plan. It also included suggestions from the roadmap for reopening schools provided by PDE. By aligning these components, along with the evidence of learning that was collected through Acadience and NWEA MAP assessments, the decision to focus on academic growth for students through the structure of our MTSS framework was determined to be the best

means to attack each student's interrupted learning as well as infuse the ARP ESSER Funds into our existing structures to maximize impact. Board members, building and district administrators will monitor the effectiveness of the plan, with adjustments made as needed based on the evidence of learning gathered through multiple means. Curriculum, instruction, assessment and student growth and learning are the crux of what a school does. CASD will continue to use funds to purchase learning materials and resources in order to address the variety of learning needs.

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)**

As mandated, the plan will be made publicly available on the web so that all members of the community will have access to it. The information will be presented in language that parents/caregivers can understand, and if necessary it will be provided in alternate format upon request by a parent/caregiver who is an individual with a disability.

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.

CASD held in-person remediation sessions for 6 weeks during the summer of 2021. This program

focused on academic needs in the AM with arts and STEM in the PM for K-8 students. Feedback was positive from families that participated in the summer learning program. CASD is implementing a multi-tiered system of scaffolded supports (MTSS) to provide evidence-based academic, behavioral, social, and emotional supports for each student. Supports are being provided by the Chester County Intermediate Unit. CASD is also evaluating and editing current curriculum and programs to address the learning loss that occurred during the pandemic. The MTSS process includes universal screening; shared ownership, data-based decision making, and responsiveness to intervention. As curriculum work continues teachers and administration is ensuring the curriculum includes PA standards-alignment as well as high-quality instruction. The MTSS framework uses data to ensure every student has access to the instructional strategies, resources, and supports to succeed. ESSERs funds have and will continue to be used to drive these initiatives, programs, and interventions needed to address learning deficits. Student growth and knowledge acquisition will be determined through the use of formative and summative assessments, progress monitoring (Acadience and NWEA MAP assessments). Staff will continue to receive support and trainings for all new core programs as well as interventions and supplemental materials used to support student learning and academic growth. Student learning may be supported through individual and small group instruction and intervention, gather evidence of needs through ongoing assessment and data analysis. Progress on Tiered Instruction and growth will be shared with parents and guardians throughout the school year. share progress CASD will also use a Universal Screener to address the social emotional needs of students. Information from the screener will be used by teachers, guidance counselors, and administrators to create a safe and inclusive space for learning, form positive and relationships, and support students social emotional well-being. Success will be determined through evaluation of student attendance, discipline referrals, referrals for evaluations. The Coatesville Area School District will include Positive Behavior Interventions and Supports (PBIS) during the implementation of the MTSS framework to promote a healthy learning environment; focus on mental and social well-being of students. PBIS assists with ensuring supports are in place to help students with significant learning and behavioral needs. CASD continues to evaluate the needs of students and families to fully access learning in-person and virtually. CASD has provide internet access for learning where it is lacking to meet student needs and will continue these supports when necessary. This process has helped student access when in-person learning has been interrupted.

8. Plan for Remaining Funds *(funds not described under the question above)*

How will the LEA spend its remaining ARP ESSER funds including for each of the four fields below, as applicable? **(3,000 characters max)**

- a. Continuity of Services: How will the LEA use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
- b. Access to Instruction: How will the LEA use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
- c. Mitigation Strategies: How will the LEA use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff? Consider the LEA's Health and Safety Plan in developing the response.
- d. Facilities Improvements: How will the LEA use ARP ESSER funds to repair and improve school facilities

to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation?
 Consider the LEA's Health and Safety Plan in developing the response.

The Coatesville Area School District will continue to follow the recommendations and guidelines of county, state, and national agencies to ensure proper mitigation strategies and procedures are implemented. If there is a need to change the instructional model from n-person to virtual access to instruction will be provided through the Canvas learning platform. The food service department will continue to support all students that may experience interruptions to in-person learning. CASD district attendance policies are being reviewed and edited to support attendance and chronic absenteeism. The loss of instructional time during the COVID-19 pandemic has resulted in great variation in student's individual levels of readiness for learning grade level academic content. CASD has purchased Acadience and NWEA MAP Assessments for students in grades K-8. Data from these assessments allow teachers to confidently tailor instruction to support every student, whether they are below, at, or above grade level. Using the data enables teachers and administration the ability to establish realistic learning goals so that, through a teacher's guidance, students can individually see their progress and be inspired to take charge of their own learning. ARP funds will also be utilized to purchase instructional materials to strengthen core math and reading programs as well as interventions and/or enrichment needs defined by the benchmark assessments. The district will utilize funds to upgrade HVAC systems to improve air quality, circulation, and flow.

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)

The Coatesville Area School District continues to utilize the support of the Chester county Intermediate Unit to ensure the plans addressed.

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	13,987,713	20%	2,797,543

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	The loss of instructional time during the COVID-19 pandemic has resulted in great variation in student's individual levels of readiness for learning grade level academic content. CASD recently purchased NWEA MAP and Acadience Benchmarking assessments. Data from these assessments helps teachers tailor instruction to support every student, whether they are below, at, or above grade level. Assessments will be administered several times a year which will provide teachers the flexibility necessary to respond to student needs as they arise. ARP funds will also be utilized to purchase core instructional materials, interventions, and enrichment materials for math and reading to support instruction based on the data from Acadience and NWEA MAP. Attendance and disciplinary data will be tracked. Analysis will be conducted at a building and district level, with areas of success, concern, or anomaly dissected for greater understanding.
Opportunity to learn measures (see help text)	Attendance information, Discipline referrals Student participation in extracurricular activities, STEM opportunities, summer learning engagement, and professional development for teachers and administration. Student connectivity and hot spot usage (during virtual learning), parental access statistics to our LMS and gradebook portals.
Jobs created and retained (by number of FTEs and position type) (see help text)	Positions and FTEs are tracked based on the cumulative number of Board approved positions created and eliminated over time. Tracking of positions is done through a combination of the District's personnel management software and the Human Resource Department. Due to a reduction in student enrollment over the past few years several teaching and administrative positions were reduced. The enrollment decline is still an issue within the district. Due to the pandemic and to help reduce learning loss, while maintaining current class sizes, the positions that could potentially be reduced may be funded through ESSERs for a two-year period of time. These positions and the terms of those positions will be tracked in the same manner.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	CASD plans to leverage the majority of resources during the school day to provide a greater network of supports for students and teachers to most quickly accelerate growth. This will be done through MTSS and interventions to support academic needs. Funds from Title Grants and Set Aside grants will be used to support summer and/or afterschool programs.

	Data Collection and Analysis Plan (including plan to disaggregate data)
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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

\$13,987,713.00

Allocation

\$13,987,713.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$1,407,750.00	Retention of teachers to maintain current class sizes to ensure learning gaps are addressed. Teachers will focus on areas of need based on benchmark and diagnostic assessments.2 years
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$288,000.00	Retention of teachers to maintain current class sizes to ensure learning gaps are addressed. Teachers will focus on areas of need based on benchmark and diagnostic assessments.2 years
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$1,227,418.00	Cyber Program Staff for K-12 - Due to the pandemic there are a large number of families seeking to keep their children virtual. The administrator will be responsible for

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Function	Object	Amount	Description
			developing a cyber program to meet students needs virtually.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$781,624.00	Cyber Staff's Benefits
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$125,000.00	Cost for staff salaries to pay for additional days of professional development and curriculum alignment due to learning loss.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$38,000.00	Cost for staff benefits to pay for additional days of professional development on curriculum alignment due to learning loss.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	700 - Property	\$600,000.00	Learning platform and content for the Coatesville Area School district Cyber Program. Accelerated Ed.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	700 - Property	\$515,572.00	Resources to support adjustments to curriculum to ensure alignment of current curriculum assist with learning loss and gaps due to the pandemic. Includes Tier I, II, and III resources to support MTSS. Assessemnts will also be included to evaluate student progress.
			Salaries for

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$811,124.00	administrators on assignemnet responsible for curriculum alignment, evaluation of resources supporting curriculum, adaptations to curriculum, review of intervention materials, and assessment due to the pandemic and learning loss.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$335,200.00	Benefits for administrators on assignemnet responsible for curriculum alignment, evaluation of resources supporting curriculum, adaptations to curriculum, review of intervention materials, and assessment.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$120,000.00	Salary to pay for a district translator to ensure we are meeting the needs of parents and students of CASD's large hispanic population. Due to the pandemic there is a greater need to communicate with CASD's hispanic population to provide assistance with learning loss and social emotional support.
			Benefits to pay for a district translator to ensure we are meeting the needs of parents and students of CASD's

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$30,000.00	large hispanic population. Due to the pandemic there is a greater need to communicate with CASD's hispanic population to provide assistance with learning loss and social emotional support.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$738,400.00	MTSS staff support at district campus. 2 years
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$190,000.00	MTSS staff support at district campus. 2 years
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$50,000.00	Chromebooks and technology to support virtual learning.
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$120,625.00	Facilitators to support the MTSS process for K-7. District employees. 2 years
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	200 - Benefits	\$29,000.00	Facilitators to support the MTSS process for K-7. District employees. 2 years
		\$7,407,713.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$13,987,713.00

Allocation

\$13,987,713.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
			Support from Contracted Services to assist with: 1. coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus. 2. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction in the areas of learning loss. 3. Activities to address the unique

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Function	Object	Amount	Description
2300 - SUPPORT SERVICES – ADMINISTRATION	300 - Purchased Professional and Technical Services	\$150,000.00	needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and services delivery will meet the needs of each population. 4. Planning for and coordinating during long-term closures. 5. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies 6. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency
2700 - Student Transportation	500 - Other Purchased Services	\$230,000.00	Additional cost for transportation on half days that will be used for professional development. The professional development will be provided in the areas of instruction, data analysis, and social emotional learning to assist with the learning loss due to the pandemic.

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Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$6,200,000.00	HVAC at Reeceville Elementary School
		\$6,580,000.00	

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Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$4,550,317.00	\$1,691,824.00	\$0.00	\$0.00	\$0.00	\$50,000.00	\$1,115,572.00	\$7,407,713.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$150,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$150,000.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$230,000.00	\$0.00	\$0.00	\$230,000.00
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	\$6,200,000.00	\$6,200,000.00
	\$4,550,317.00	\$1,691,824.00	\$150,000.00	\$0.00	\$230,000.00	\$50,000.00	\$7,315,572.00	\$13,987,713.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$13,987,713.00

