



# Easterseals Western Central Pennsylvania

2022-2023  
Elementary and  
Secondary School  
Emergency Relief Funds

## Section: Narratives - Assessing Impacts and Needs

### SCHOOL ENTITY ARP ESSER APPLICATION

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by School Entities, schools, and educators to support students during the COVID-19 pandemic. The application below requests information from School Entities about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of plans to respond to these needs and impacts, (3) Specific elements in the School Entity 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, "School Entity" 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 School Entity 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 School Entity (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, School Entities are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the School Entity'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 School Entity 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>	Collection and analysis of data on IEP goals from March of 2020 to end of that 19/20 school year and school year 2020-2021, and currently 2021-2022 to determine and ensure progress is being made on each individual students goals. Developmental testing is completed in September of each school year to establish baseline information to compare to progress reports throughout the year to determine rates of progress on IEP goals. Surveys and conferences with parents to determine satisfaction with their childs' individual progress.
<b>Chronic Absenteeism</b>	Many of the students enrolled in Easterseals Western and Central Pennsylvania school programs, because of their special needs, have compounding medical issues that impact school attendance at times. The school nurses and social workers call whenever a student is absent to determine reason for absence and establish timeline for expected return to school.
<b>Student Engagement</b>	Easterseals students ages 3-10 years of age and with special education needs due to their disabilities do not learn well using online education. Every effort is made to provide in-school instruction for our students. During the 2020-2021 school year families were given a choice of a hybrid education model (In-school Monday-Thursday and Friday virtual education) OR all remote learning. Only 6 families opted for remote learning. For the 2021-2022 school year all education is being provided in school unless there is a need to quarantine a classroom due to COVID exposures at which point students are given a virtual schedule and school packets to use during the quarantine period. Again due to age and disabilities it is necessary to have a family member or caregiver to support the students on those times when virtual education is needed. Again to evaluate impact of instructional time all IEP goals are evaluated at quarterly progress report periods to ensure rates of progress. If students are showing any signs of regression or lack of significant progress on any goals then individual instruction time is increased on those goals throughout the day.
<b>Social-emotional Well-being</b>	Data collection and analysis of such data on behavior goals is conducted every week to determine student progress. Continual evaluation of classroom and individual student behavior is assessed throughout the day to determine need for breaks. The breaks may consist of socially distanced walks through out school buildings, use of the physical therapy classrooms, and walks outside, weather permitting.
<b>Other Indicators</b>	

**Documenting Disproportionate Impacts**

2. Identify the **student** groups in the School Entity 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>
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	

**Reflecting on Local Strategies**

3. Provide the School Entity’s assessment strategy that has been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Strategies two and three below are optional.

	<b>Strategy Description</b>
<b>Strategy #1</b>	Continue academic and developmental assessments to establish baseline information and analysis of daily data collection on IEP goals to ensure progress on goals.

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
<b>Strategy #2</b>	Data collection and analysis of such data on behavior goals is conducted every week to determine student progress. Continual evaluation of classroom and individual student behavior is assessed throughout the day to determine need for breaks. The breaks may consist of socially distanced walks through out school buildings, use of the physical therapy classrooms, and walks outside, weather permitting.

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	Provision of in-school education at all times except in cases where a classroom must be quarantined due to COVID exposure. Individual instruction works best for our students. Virtual education is very difficult for our students due to ages served (3-10) and severity of disabilities.

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, School Entities 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 School Entity will make its School Entity 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 School Entity, 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; LEA representation, School Entity teachers; School Entity principals; School Entity leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the School Entity, 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.)

Meetings with CEO, Supervisors, Managers and school staff were conducted and will continue as funds become available for use. Points of discussion included how funds could best be used to support our students' educational programs. Social workers have and will continue to discuss with parents in parent meetings ways that they feel funds could best support the students and staff. Our ARP ESSER health and safety plan was submitted, reviewed and approved by the Easterseals Board.

#### **5. Use of Stakeholder Input**

Describe how the School Entity has taken or will take stakeholder and public input into account in the development of the School Entity Plan for the Use of ARP ESSER Funds. **(3,000 characters max)**

The overall #1 consensus in meetings was the need to provide a safe outside space for the students to be able to get fresh air, and freedom of movement. This was felt would improve student behaviors, mental and physical health to be able to go outdoors when able, especially since COVID. There are also considerations for more technology to support student speech/language and cognitive development as laptops, as well as upgrades in computers, and internet connections. Staff support through the hiring of an additional LPN or RN to evaluate COVID exposures and provide continued cleaning and disinfecting trainings.

#### **6. Public Access to LEA Plan for the Use of ARP ESSER Funds**

Describe the process for development, approval, and making public the School Entity Plan for the Use of ARP ESSER Funds. The School Entity Plan for the Use of ARP ESSER Funds must be made publicly



available on the School Entity website and submitted to PDE within 90 days of School Entity 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)**

ARP ESSER Health and Safety Plan was approved and made publicly available on our Easterseals website. A School Entity Plan will be developed for the use of ARP ESSER funds and submitted to the board for approval. Once approval is provided the plan will be uploaded onto the Easterseals Website. Parents and stakeholders will be informed of such plan for their review.

**Section: Narratives - Plan for ARP ESSER Funds**

**Section III: Plan for ARP ESSER Funds**

In this third section, School Entities 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 School Entity plan for the use of ARP ESSER funds, that address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

**7. Plan for Funds**

How will the School Entity spend its ARP ESSER funds as outlined in the fields below? Please select from the options below and provide an explanation.

1. Continuity of Services: How will the School Entity 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, as applicable?
2. Access to Instruction: How will the School Entity use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery, as applicable? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
3. Mitigation Strategies: How will the School Entity 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, as applicable? Consider the School Entity's Health and Safety Plan in developing the response.
4. Facilities Improvements: How will the School Entity 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 School Entity's Health and Safety Plan in developing the response.
5. Staff Recruitment, Support, and Retention: How will the School Entity use ARP-ESSER funds to maintain staff and provide professional training and/or improve working conditions for staff?
6. Other, Summer School, Extended Day, Other Student Programs

Plan for Funds	Explanation
Facilities Improvements	ESSER funds will be used to provide an outdoor play area for our students. Fencing and outdoor surface accessible for wheelchair use will be used to create this outdoor space. A shade structure will be included to ensure student safety from heat/sun. Equipment will be included that will enable staff to provide educational programming outside for our students such as garden boxes, music options, chalkboards and

<b>Plan for Funds</b>	<b>Explanation</b>
	painting, riding equipment,etc.
Mitigation Strategies	Funds will be used to hire an additional LPN/RN to support prevention and mitigation policies in line with current guidance from CDC and Department of Health. This additional support will also provide trainings related to cleaning and disinfecting of classroom environments.
Access to Instruction	Funds used to provide outdoor play area will help to improve mental health, physical health of our students by providing fresh air and a different environment instead of the classroom for some of their educational opportunities. The use of funds for the hiring of the additional health care staff will provide the ability to follow up with families on frequent absences of students to determine reasons for absence and to help support families in mitigation efforts.

**Section: Narratives - Monitoring and Measuring Progress**

**Section IV: Monitoring and Measuring Progress**

In this fourth section, School Entities are asked to describe efforts to build local capacity to ensure high-quality data collection and reporting to safeguard funds for their intended purposes.

**8. Capacity for Data Collection and Reporting**

School Entities 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>	We continually analyze data collected on IEP goals, attendance, and amount of lost instructional time for our students. We have been fortunate to date that closures of classrooms for quarantine due to covid exposures has been minimal and in those cases of quarantine no further cases evolved. With this in mind we have monitored all students data to evaluate and monitor progress.prior to and upon return after any quarantine and have instituted increased educational opportunities within the classrooms to insure student progress.
<b>Opportunity to learn measures (see help text)</b>	Evaluation of pod groupings within our schools continued from the 2020-2021 school year into the current school year 2021-2022. weekly Pod groupings of teachers, CA's, Physical therapists , SLP's and OT's was instituted to minimize any potential spread of staff infected with COVID throughout school environment. This worked very well and we found by analyzing data that not only was spread of COVID reduced, the students were actually getting increased therapy and classroom instruction hours using POD programming which in turn has helped maintain and improve progress throughout our student populations. In cases of quarantine we move to virtual programming for the quarantine period for that class and continue to monitor progress and compare data prior to and after any quarantine.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	Our class sizes are small due to the significant special education needs of our students. We have increased each classroom education staff by the addition of one assistant per room so that each classroom has 1 special education teacher and 2 classroom assistants per 6 students. With pods we also have at least one therapy staff in the room as well. We are adding an additional LPN/RN to help within our schools to determine covid cases, monitor the health of our students and to support isolation of any student with possible symptoms, etc. We have added 1 additional behavior tech to support students with behavioral concerns.
<b>Participation in programs funded by ARP ESSER resources</b>	We have ESY programming, which is not funded by ARP ESSER resources . We continually monitor progress for our students during ESY to ensure

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>(e.g., summer and afterschool programs)</b>	continued progress of our students.

**Section: Narratives - ARP ESSER Prior Approval**

**ARP ESSER PRIOR APPROVAL**

School Entities that wish to expend ESSER funds on facilities initiatives may be permitted to:

- make facility upgrades to comply with American Disabilities Act requirements
- upgrade HVAC systems
- remediate mold, lead, and other sources of poor indoor air quality
- install mechanical ventilation and/or advanced filtration systems
- replace windows to allow for improved intake of fresh air
- replace plumbing to ensure safe drinking water—among other upgrades that improve the health and safety of school buildings.

All **capital expenditures** supported with federal funds must be pre-approved by PDE. Capital expenditures means expenditures to acquire capital assets (i.e., land, facilities, or equipment over \$5,000 per unit) or expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life.

**Construction** means (A) the preparation of drawings and specifications for school facilities; (B) erecting, building, acquiring, altering, remodeling, repairing, or extending school facilities; (C) inspecting and supervising the construction of school facilities; and (D) debt service for such activities (ESEA section 7013(3), 20 U.S.C. § 7713(3)).

Directions: School Entities seeking prior approval for Construction/Renovation or Other Capital Expenditures must:

Complete the form for each contractor/project that will be supported with ARP ESSER funds. If using multiple vendors for one project, i.e., classroom expansion, enter total cost per vendor to equal the total budgeted cost of the "classroom expansion" project. Completed forms must be uploaded to this section. Prior to uploading forms, they must be signed off by your School Entity's Superintendent/CEO/Executive Director.

Will you be using a portion of your ARP ESSER funds for Construction and/or Other Capital Expenditures? If no please select 'No' and mark section complete.

Yes

In the table below, please provide the name and type (construction vs. other capital expenditure) of the proposed project and a brief description. Please enter each contractor/project on a separate line in the table.

Name of Proposed Project	Type of Project	Brief Description of Proposed Project
Outdoor playspace	Construction	30 X 42 Outdoor playspace will be constructed at Cranberry Township school. Fencing with gate and playground turf for wheelchair accessibility will be installed.



**CHECK HERE - to assure that you have successfully uploaded your Prior Approval Form(s) if applicable.**

**Section: Narratives - Health and Safety Plan Upload and URL**

**SCHOOL ENTITY HEALTH AND SAFETY PLAN AND URL**

Please upload your School Entity Health and Safety Plan and website URL below. Check the assurance indicating that you have completed your upload. Please name the file using your School Entity name followed by Health and Safety Plan. example: "***School Entity Name-Health and Safety Plan***"

**School Entities are required to add the URL where the approved plan will be posted to the School Entity's public website. Please add the URL below.**

[www.eastersealswcpenna.org](http://www.eastersealswcpenna.org)



**Check Here - to assure that you have successfully uploaded your School Entity Health and Safety Plan.**



**Section: Budget - Instruction Expenditures**  
**BUDGET OVERVIEW**

**Budget**

\$64,778.00

**Allocation**

\$64,778.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
1400 - Other Instructional Programs – Elementary / Secondary	400 - Purchased Property Services	\$41,187.00	Items to create play space
1400 - Other Instructional Programs – Elementary / Secondary	100 - Salaries	\$23,591.00	Salary for an LPN
		<b>\$64,778.00</b>	

**Section: Budget - Support and Non-Instruction Expenditures**  
**BUDGET OVERVIEW**

**Budget**  
\$64,778.00  
**Allocation**  
\$64,778.00

**Budget Over(Under) Allocation**  
\$0.00

**SUPPORT AND NON-INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
		\$	
		\$0.00	

**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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$23,591.00	\$0.00	\$0.00	\$41,187.00	\$0.00	\$0.00	\$0.00	\$64,778.00
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

	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
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$23,591.00	\$0.00	\$0.00	\$41,187.00	\$0.00	\$0.00	\$0.00	\$64,778.00
<b>Approved Indirect Cost/Operational Rate:</b>								<b>\$0.00</b>

	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	\$64,778.00