

## **Section: Narratives - Assessing Impacts and Needs**

### **LEA ARP ESSER APPLICATION**

The Pennsylvania Department of Education (PDE) recognizes the extraordinary efforts made by Local Education Agencies (LEAs), schools, and educators to support students during the COVID-19 pandemic. The application below requests information from LEAs about: (1) Needs and impacts resulting from the pandemic, (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts, (3) Specific elements in the LEA Plan for the Use of ARP ESSER Funds; and (4) Plans for monitoring and measuring progress. As submitted and accepted by PDE in final form, this application shall become part of the Grant Agreement for ARP ESSER funds as Appendix B. As used in this application, "the LEA" refers to the Grantee defined in the Grant Agreement.

ARP ESSER includes a significant focus on vulnerable student populations. Given these requirements, as well as PDE's own equity commitments, the LEA application includes specific fields requesting information on programs to serve student groups that have experienced disproportionate impacts from the pandemic. Student groups are inclusive of the following:

- Students from low-income families;
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity);
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender);
- English learners;
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]);
- Students experiencing homelessness;
- Children and youth in foster care;
- Migrant students; and
- Other groups disproportionately impacted by the pandemic that have been identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

### **Section I: Assessing Impacts and Needs**

In this first section, LEAs are asked to describe the impact of the pandemic on their students, examine disproportionate impacts on specific student groups, and highlight the LEA's promising practices in supporting student needs since March 2020.

#### **Indicators of Impact**

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being. Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local

assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

|   | <b>Methods Used to Understand Each Type of Impact</b>   |
|---|---|
| <b>Academic Impact of Lost Instructional Time</b> | <p>Fortunately, at the WHSD, school closure time was limited and all students were provided the option to be in the traditional school setting for significant majorities of the 19-20, 20-21 and 21-22 school years. Outside of the initial six week closure in March - April of 2020 (roughly six weeks and a two week closure in January of 2021, the district has remained open for students to attend school should they and their families choose to do so. For those who opted to participate remotely (roughly 20%), two options were provided, both synchronous and asynchronous platforms in 20-21 and asynchronous in 21-22. The district will continue to use largely objective and empirical data to drive decision-making with regard to identifying learning gaps students may face stemming directly from COVID-19. Those specific evaluative plans and measures will include the following: 1. Administering the Classroom Diagnostic Tool (CDT) a minimum of three times per academic year for students in grades 3-11, with some focused administration based on student baseline results. 2. Administering the DIBELS Next literacy assessment a minimum of three times per academic year for students in grades K-2 and strategic and focused administrations for students in grades 3-8, depending on the need of the individual student. 3. The district will use Classroom Based Assessments, to include curricular (Moby Max, Everyday Math, Foundations, Wit &amp; Wisdom, etc.) and diagnostic assessments through the Instructional Support Team (IST) and Title I (Foundations, Just Words, Reading A-Z, Sound Partners, Cars and Stars, Great Leaps - Addition, Subtraction, Multiplication, etc. ) 4. The District will annually utilize data from state assessments (PSSA and Keystone) and PVAAS (growth) to ascertain the individual needs and gaps each student may be facing.</p> |
| <b>Chronic Absenteeism</b>                        | <p>On a daily and ongoing basis, the district assigns attendance monitoring at the school level. This is completed effectively through the student information system (SIS). In each building both the principals (or their assistant) and guidance counselors maintain a working knowledge of where students are regarding attendance and regular communication is maintained with parents/guardians. In a vast majority of cases, this monitoring is largely successful. In rare cases, more measures are executed in order to assure that student attendance remains regular. With regard to those students who are working remotely within the district provided Wayne Highlands Virtual Campus, a dedicated faculty member maintains attendance records and communicates regularly with students, parents and guardians.</p>   |
|   | <p>Because a vast majority of the students in the Wayne Highlands School District continue in the traditional "in-person" model of education, engagement remains at high levels. The approach remains very similar to</p>   |

|                                    | <b>Methods Used to Understand Each Type of Impact</b>   |
|------------------------------------|---|
| <b>Student Engagement</b>          | pre-pandemic in that roughly 98% of all students continue in the in-person model by attending school daily and 2% participate in the asynchronous Wayne Highlands Virtual Campus. Engagement is then often measured through attendance/school work completed for the traditional school setting and, primarily, through successful work completion in the Wayne Highlands Virtual Campus (asynchronous platform).   |
| <b>Social-emotional Well-being</b> | The District through both objective and anecdotal information determined that social and emotional well-being of students had been impacted on a broader scale resulting from the pandemic. Each school building reported out numbers of students managing mental health type issues. These numbers were attained through SAP (Student Assistance Program) referral, Crisis Counselors data and IST (Instructional Support Team) referral. The data clearly drew attention to an increased need to provide more social-emotional supports for students and the district has put several of those supports in place. It is the district intent to maintain those supports and re-assess on an annual basis. The district will give significant focus to mental health needs and a safe learning environment that will help prevent, prepare and respond to the COVID pandemic, and potentially future pandemics. |
| <b>Other Indicators</b>            |   |

**Documenting Disproportionate Impacts**

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

| <b>Student Group</b> | <b>Provide specific strategies that were used or will be used to identify and measure impacts</b>   |
|----------------------|---|
|                      | This subgroup is by far the largest in the district at 45.03%. As such, a large portion of the efforts will be aimed at this group. The district will continue to use largely objective and empirical data to drive decision-making with regard to identifying learning gaps students may face stemming directly from COVID-19. Those specific evaluative plans and measures will include the following: 1. Administering the Classroom Diagnostic Tool (CDT) a minimum of three times per academic year for students in grades 3-11, with some focused administration based on student baseline results. 2. Administering the DIBELS Next literacy assessment a minimum of three times per academic year for students in |

| Student Group                     | Provide specific strategies that were used or will be used to identify and measure impacts   |
|-----------------------------------|--|
| Students from low-income families | <p>grades K-2 and strategic and focused administrations for students in grades 3-8, depending on the need of the individual student.</p> <p>3. The district will use Classroom Based Assessments, to include curricular (Moby Max, Everyday Math, Foundations, Wit &amp; Wisdom, etc.) and diagnostic assessments through the Instructional Support Team (IST) and Title I (Foundations, Just Words, Reading A-Z, Sound Partners, Cars and Stars, Great Leaps - Addition, Subtraction, Multiplication, etc. )</p> <p>4. The District will annually utilize data from state assessments (PSSA and Keystone) and PVAAS (growth) to ascertain the individual needs and gaps each student may be facing. On a daily and ongoing basis, the district assigns attendance monitoring at the school level. This is completed effectively through the student information system (SIS). In each building both the principals (or their assistant) and guidance counselors maintain a working knowledge of where students are regarding attendance and regular communication is maintained with parents/guardians. In a vast majority of cases, this monitoring is largely successful. In rare cases, more measures are executed in order to assure that student attendance remains regular. With regard to those students who are working remotely within the district provided Wayne Highlands Virtual Campus, a dedicated faculty member maintains attendance records and communicates regularly with students, parents and guardians. The District through both objective and anecdotal information determined that social and emotional well-being of students had been impacted on a broader scale resulting from the pandemic. Each school building reported out numbers of students managing mental health type issues. These numbers were attained through SAP (Student Assistance Program) referral, Crisis Counselors data and IST (Instructional Support Team) referral. The data clearly drew attention to an increased need to provide more social-emotional supports for students and the district has put several of those supports in place. It is the district intent to</p> |

| Student Group  | Provide specific strategies that were used or will be used to identify and measure impacts   |
|--|--|
|  | <p>maintain those supports and re-assess on an annual basis. The district will give significant focus to mental health needs and a safe learning environment that will help prevent, prepare and respond to the COVID pandemic, and potentially future pandemics.</p>  |
| <p>Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])</p> | <p>This subgroup is second largest in the district at 21.2%. As such, a large portion of the efforts will be aimed at this group. The district will continue to use largely objective and empirical data to drive decision-making with regard to identifying learning gaps students may face stemming directly from COVID-19. Those specific evaluative plans and measures will include the following: 1. Administering the Classroom Diagnostic Tool (CDT) a minimum of three times per academic year for students in grades 3-11, with some focused administration based on student baseline results. 2. Administering the DIBELS Next literacy assessment a minimum of three times per academic year for students in grades K-2 and strategic and focused administrations for students in grades 3-8, depending on the need of the individual student. 3. The district will use Classroom Based Assessments, to include curricular (Moby Max, Everyday Math, Foundations, Wit &amp; Wisdom, Wilson Reading, Foundations, Just Words, Reading A-Z, Sound Partners, Cars and Stars, Great Leaps - Addition, Subtraction, Multiplication, etc. ) 4. The District will annually utilize data from state assessments (PSSA and Keystone) and PVAAS (growth) to ascertain the individual needs and gaps each student may be facing. On a daily and ongoing basis, the district assigns attendance monitoring at the school level. This is completed effectively through the student information system (SIS). In each building both the principals (or their assistant) and guidance counselors maintain a working knowledge of where students are regarding attendance and regular communication is maintained with parents/guardians. In a vast majority of cases, this monitoring is largely</p> |

| Student Group | Provide specific strategies that were used or will be used to identify and measure impacts  |
|---------------|---|
|               | <p>successful. In rare cases, more measures are executed in order to assure that student attendance remains regular. With regard to those students who are working remotely within the district provided Wayne Highlands Virtual Campus, a dedicated faculty member maintains attendance records and communicates regularly with students, parents and guardians. The District through both objective and anecdotal information determined that social and emotional well-being of students had been impacted on a broader scale resulting from the pandemic. Each school building reported out numbers of students managing mental health type issues. These numbers were attained through SAP (Student Assistance Program) referral, Crisis Counselors data and IST (Instructional Support Team) referral. The data clearly drew attention to an increased need to provide more social-emotional supports for students and the district has put several of those supports in place. It is the district intent to maintain those supports and re-assess on an annual basis. The district will give significant focus to mental health needs and a safe learning environment that will help prevent, prepare and respond to the COVID pandemic, and potentially future pandemics.</p> |
|               | <p>The district closely monitors statistical differences between the genders and attempts to identify areas of shortcoming by gender and remedy them through the following assessments and tools. The district will continue to use largely objective and empirical data to drive decision-making with regard to identifying learning gaps students may face stemming directly from COVID-19. Those specific evaluative plans and measures will include the following: 1. Administering the Classroom Diagnostic Tool (CDT) a minimum of three times per academic year for students in grades 3-11, with some focused administration based on student baseline results. 2. Administering the DIBELS Next literacy assessment a minimum of three times per</p>   |

| Student Group  | Provide specific strategies that were used or will be used to identify and measure impacts   |
|--|--|
| <p>Gender (e.g., identifying disparities and focusing on underserved student groups by gender)</p> | <p>academic year for students in grades K-2 and strategic and focused administrations for students in grades 3-8, depending on the need of the individual student. 3. The district will use Classroom Based Assessments, to include curricular (Moby Max, Everyday Math, Foundations, Wit &amp; Wisdom, etc.) and diagnostic assessments through the Instructional Support Team (IST) and Title I (Foundations, Just Words, Reading A-Z, Sound Partners, Cars and Stars, Great Leaps - Addition, Subtraction, Multiplication, etc. ) 4. The District will annually utilize data from state assessments (PSSA and Keystone) and PVAAS (growth) to ascertain the individual needs and gaps each student may be facing. On a daily and ongoing basis, the district assigns attendance monitoring at the school level. This is completed effectively through the student information system (SIS). In each building both the principals (or their assistant) and guidance counselors maintain a working knowledge of where students are regarding attendance and regular communication is maintained with parents/guardians. In a vast majority of cases, this monitoring is largely successful. In rare cases, more measures are executed in order to assure that student attendance remains regular. With regard to those students who are working remotely within the district provided Wayne Highlands Virtual Campus, a dedicated faculty member maintains attendance records and communicates regularly with students, parents and guardians. The District through both objective and anecdotal information determined that social and emotional well-being of students had been impacted on a broader scale resulting from the pandemic. Each school building reported out numbers of students managing mental health type issues. These numbers were attained through SAP (Student Assistance Program) referral, Crisis Counselors data and IST (Instructional Support Team) referral. The data clearly drew attention to an increased need to provide more social-emotional supports for students and the district has put several of those</p> |

| Student Group | Provide specific strategies that were used or will be used to identify and measure impacts   |
|---------------|--|
|               | supports in place. It is the district intent to maintain those supports and re-assess on an annual basis. The district will give significant focus to mental health needs and a safe learning environment that will help prevent, prepare and respond to the COVID pandemic, and potentially future pandemics. |

**Reflecting on Local Strategies**

3. Provide the LEA's assessment of the top two or three strategies that have been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. Include at least one strategy addressing **academic needs** and at least one strategy addressing **social-emotional needs**.

|                    | Strategy Description  |
|--------------------|---|
| <b>Strategy #1</b> | The district has implemented an after school program that is well attended K-12. This program specifically identifies students who are struggling with learning loss and strategically delivers instruction/assessment targeting those areas of deficiency. Not only has in been beneficial to students with learning loss, it has also been very helpful to students struggling with social/emotional well-being in that that are with peers and professionals in a safe, secure and engaging setting. |

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> | The district has implemented a one-to-one initiative K-12 among all students. This strategy significantly improves the instructional process and creates a safeguard that helps to prevent, prepare and respond to the negative impacts of the pandemic. While in school, the iPad is a powerful tool in creating more engaging instruction, powerful and useful assessment (at the individual level with immediate feedback) and has significantly improved equity among all students with regard to access. |

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  |
|--------------------|---|
| <b>Strategy #3</b> | The district has contracted with mental health providers (3) and assigned them to 4 of the six district schools (The two other schools are being served by local agencies). These mental health counselors have been able to strategically identify students who were not receiving mental health services and meet their need within the school day. This initiative have been enormously successful in meeting an urgent need and made the process highly equitable in that it does not require the efforts of parents who may experience obstacles in retaining these types of services. |

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.)

The district initially presented intended uses of grant monies at a public School Board meeting. At this meeting, the intended uses of ESSER funds (ESSER II, ARP-ESSER III and ESSER - Set Aside Funds) were delineated individually and open for public comment/suggestion. They were presented in the form of an "ESSER Funding Map" to all board members, administration and are available to members of the public for their review at request. This initial step was essential in that it allowed the district, in a highly transparent and effective way, make known to the entire school community, how the District proposed utilizing grant funds and why those proposals were viewed as important to meet the needs of all students and families within the school community. Specifically, many of the proposals strategically and positively impact those subgroups that have been historically disadvantaged. Additionally, the presentation of intended uses were explained under the guise of preparing, preventing and responding to the COVID pandemic and potential future pandemics. It was explained how each proposal promoted equity among all students. The district will continue to engage a diverse group of stakeholders through a smaller "committee" of stakeholders, to hear their input and suggestions, address concerns and make adjustments should they become necessary. The district will schedule a final meeting with this "committee" of stakeholders to hear/discuss their thoughts in the beginning of 2022.

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

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

The District has presented how it intends to use ARP - ESSER (as well as ESSER II, ARP-ESSER III and ESSER - Set Aside Funds) in a public school board meeting. This information has

now been available to those who wish to make public comment. In some cases district administration has been contacted directly to ask questions and make suggestions regarding the use of funds inquire on rationale. The district will continue to engage a diverse group of stakeholders through a smaller "committee" of stakeholders, to hear their input and suggestions, address concerns and make adjustments should they become necessary. The district will schedule a final meeting with this "committee" of stakeholders to hear/discuss their thoughts in the beginning of 2022. Once this meeting with the "committee" has been held and all input/questions have been considered and addressed, the district, at a public board meeting, will address how the funds will be used and acknowledge the efforts and input of the school community.

#### **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)**

The development of plans for ESSER spending began with the administrative team, was presented to the public at a fully public board meeting, will be reviewed more closely with a diverse group of stakeholders serving on a committee to review the proposals (early 2022) and be presented as a "finished product" to the public at a future school board meeting. Additionally, once the proposals for spending of grant funds is finalized and approved by PDE - Division of Federal Programs, the district will post the proposal on the district website for entire public review and transparency. It is the intent of the district to post the proposal on the district website and make it available to the public prior to PDE approval so that the requirement to post "within 90 days" of receipt of ARP-ESSER funding clearly falls within the requirements of the grant. Any member of the public wishing to see the proposal for funding may request hard copy by contacting the District Office of the Wayne Highlands School District.

## **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.

With regard to the 20% reservation, specifically intended to meet the needs of learning loss, the district will propose several measures. 1. The purchase of multiple curricular supports 2. One-to-One initiative 3. SAT preparation courses 4. Trade books to support a K-2 The curricular supports come in the form of supplemental texts, online subscriptions (ex. Moby Max) and supplemental materials that will provide all students the opportunity the district the opportunity to accurately assess successful student learning (or lack thereof), strategically build instruction and assessment to meet the needs of each individual student. The one-to-one initiative includes an iPad for all students 3-12. This will support the valued characteristics of equity among all students. It will be an invaluable tool in assessing students with immediate feedback, tailor strategic instruction to the individual student, facilitate nearly endless instructional opportunities and prevent, prepare for and allow the district to respond in the event that school closure becomes necessary. SAT preparation courses will be offered to all students. Because this will be funded through ARP-ESSER, it will remove the barrier of cost to all students and in an equitable way, prepare them for the SAT, giving them greater opportunity for continuing education beyond the K-12 system. The District will use funds to professionally develop staff and add additional AP offerings. This will be advantageous to all students in grades 9-12. It will specifically provide typically under served student the opportunity to be exposed to rigorous coursework that will benefit their learning and set them up for success for education beyond the K-12 level. The district will place significant efforts and focus on the K-2 grade span and literacy. A major thrust of that plan will be adopting Wit & Wisdom as a comprehension piece of literacy art the primary level. The grant funds will support this initiative by allowing the district to purchase book titles to supplement the program and provide digital access. This will be especially beneficial in allowing the district to prepare for, prevent and respond to the COVID pandemic in the event of school closure. In all cases, each of the initiatives listed above directly impact these historically under served in that in an equitable way, students specifically economically disadvantaged and those with learning disabilities and genders will have equal access to rigorous curriculum, instruction, assessment and remote opportunities. Because a vast majority of the students in the Wayne Highlands School District continue in the traditional "in-person" model of education, engagement remains at high levels. The approach remains very similar to pre-pandemic in that roughly 98% of all students continue in the in-person model by attending school daily and 2% participate in the asynchronous Wayne Highlands Virtual Campus.

#### **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 district will use the remainder of the funds for a comprehensive HVAC upgrade initiative that will significantly increase the ability to prepare for, prevent and respond to the COVID pandemic. More specifically, it will create an indoor environment where air quality is significantly improved, benefiting the student body and staff and as well as the larger community as a whole (community events and each building is an emergency shelter through the County EMA). The grant monies from ARP - ESSER in coordination with ESSER II will allow the district to complete the initiative in its entirety and serve the district and larger community for years beyond the grant limits. The ability to control air quality inside of our school buildings will dramatically improve the ability to avoid school closure, therefore, strengthening continuity of education. Simply keeping students in school, educational services (instruction and assessment), supplemental learning supports, the emotional, social and mental health needs of both students and staff, and nutritional needs will be delivered far more effectively when the district is able to "keep school doors open" and serve students and staff directly rather than remotely. While remote measures will be in place, the district will do everything it can to remain open. The HVAC initiative will impact that possibility positively. Specifically the district will use ARP-ESSER funds to purchase: 1. HVAC Automation System 2. HVAC Chiller Plant 3. HVAC Chilled Water Piping 4. New Unit Ventilators 5. Convert to a Variable Air Volume (VAV) system 6. Pneumatics 7. Labor to install. While the WHSD was "open" for all but two weeks in the 20-21 school year, this initiative will further strengthen the ability to remain open. This will impact school attendance, quality education, nutrition and meet the social, emotional and mental health needs of the entire school community more effectively. Equity will be served in that the HVAC upgrade will give all subgroups and the school community as a whole, greater likelihood of access to the buildings in person, continuity of education and provide community support should there be a time of need. The entire thrust of the HVAC initiative and proposal is enormously comprehensive yet simple in its' end goal. The end goal, through improving indoor air quality and the ability to effectively manipulate the HVAC system, is to keep the "school doors open" to most equitably serve students, staff and the larger community.

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

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

"Not Applicable"

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



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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) |
|-------------------------------|----------------------|-------------------------|---|
| <b>20 Percent Reservation</b> | 5,895,911            | 20%                     | 1,179,182                               |

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

**Section IV: Monitoring and Measuring Progress**

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

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

LEAs must continuously monitor progress and adjust strategies as needed. Describe the LEA’s capacity and strategy to collect and analyze data (disaggregated by student group, where applicable), for each of the following measures:

|  | <b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>   |
|--|--|
| <b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b> | <p>The District will use empirical data driven out of widely recognized and legitimate assessments that demonstrate both students mastery of knowledge/concepts and students academic growth. Those assessment measures will include the Classroom Diagnostic Tool (CDT), DIBELS Next, state assessment scores (PSSA and Keystone), PVAAS results and Classroom Based Assessments (curricular, Moby Max, etc.). The benefit of each of these assessments, beyond establishing learning loss that happened during the closure of school and/or resulting from quarantine, is that each of the assessment measures described can and will be implemented in the digital format (either a application provided by the specific assessment or via Zoom). This will allow for assessment, specific to the individual student, to happen seamlessly whether the students are in school physically or completing their education remotely. Additionally it will be entirely equitable in nature. This will allow the District to prevent, prepare and respond to the often unpredictable twists and turns of the pandemic or future pandemics.</p>  |
| <b>Opportunity to learn measures (see help text)</b>   | <p>Through the ARP-ESSER grant funds, the district proposes to make a significant purchase to support the One-to-One initiative for students 3-12. This initiative improves engagement on many fronts to include in-class instruction and assessment, student learning activities completed at home, communication and seamless logistics between students and teachers, a far more effective remote learning platform (should it become necessary) and the ability for students and faculty to receive nearly instantaneous feedback. Additionally, the district is working cooperatively with the county to merge initiatives, therefore building a greater capacity benefiting the entire school community. While the district plans to equitably put devices in the hands of students, the county is working to increase Internet connectivity for school community families. Through survey the district was able to determine that a large majority of families had Internet access and several had devices. However, in our large school district that is primarily rural, not all families had Internet access and many families did not have devices or multiple devices for multiple children.</p> |

|  | <b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>   |
|--|--|
| <b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>                 | All positions created or retained are being supported by ESSER II or the ESSER Set-Aside funds. ARP-ESSER grant monies will be utilized for the initiatives described within the grant narratives.   |
| <b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b> | Through the ARP-ESSER grant monies, students will have access to SAT preparation courses and increased AP offerings. The funds made available through ARP-ESSER will eliminate the need for students to fund these opportunities for themselves, therefore, making the initiatives highly equitable in nature. In our rural area, where these type of offerings can be more difficult to come by, this will present very positive opportunities for a student body with a 45.03% economically disadvantaged and 21.2 Learning disabled population. |

**Section: Narratives - ARP ESSER Assurances**

**ARP ESSER Fund Assurances**

Please complete each of the following assurances prior to plan submission:



The LEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the LEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools).



The LEA will complete quarterly Federal Financial Accountability Transparency Act (FFATA) reports and comply with all PDE reporting requirements, including on matters such as:

- How the LEA is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to LEA support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each LEA's and school's mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- LEA uses of funds to sustain and support access to LEA-supported early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the FFATA; and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER fund use.



The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals

available for interview and examination, upon the request of: (a) the United States Department of Education and/or its Inspector General; (b) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority; (c) the Pennsylvania Department of Education; and/or (d) the Pennsylvania Auditor General, Pennsylvania Inspector General, or any other state agency.



Records pertaining to ARP ESSER Funds, including financial records related to the use of grant funds, will be tracked and retained separately from those records related to the LEA's use of other Federal funds, including ESSER I and ESSER II Funds.



The LEA will maintain inventory records, purchase orders and receipts for equipment (over \$5,000) purchased, all computing devices, and special purpose equipment (\$300 - \$4,999), and will conduct a physical inventory every two years. Please note: inventory of equipment purchased with federal funds must be broken out by funding source.



Any LEA receiving funding under this program will have on file with the SEA a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).



The LEA will conduct its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race; color; national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the LEA must comply with all regulations, guidelines, and standards issued by the United States Department of Education under any of these statutes.



The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA<sup>1</sup>. High poverty schools

are the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

<sup>1</sup>Calculations for Maintenance of Equity: Per Pupil Funding from combined State and local funding = Total LEA funding from combined State and local funding for all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year. Full time equivalent staff = Total full-time equivalent staff in all schools served by the LEA in the given fiscal year, divided by the number of children enrolled in all schools served by the LEA in the given fiscal year. These calculations should be completed for all schools in the LEA as well as for high poverty schools in the LEA for FY 2021-22 and 2022-23. Reductions must not be greater for high poverty schools than for all schools in the LEA.



The LEA will implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act.



The LEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from underserved racial or ethnic groups and gender groups, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, migrant students, and other groups disproportionately impacted by the pandemic that have been identified by the LEA) as required by section 2001(e)(1) of the ARP Act.



The LEA will develop and make publicly available a Plan for the Safe Return to In-Person Instruction and Continuity of Services, hereinafter referred to as the LEA Health and Safety Plan, that complies with section 2001(i) of the ARP Act. The plan will be submitted to PDE, in a manner and form determined by PDE, no later than July 30, 2021.



The LEA's Health and Safety Plan will include (1) how the LEA will, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date

guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff; (2) how the LEA will ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services; (3) how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC: (a) universal and correct wearing of masks; (b) modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); (c) handwashing and respiratory etiquette; (d) cleaning and maintaining healthy facilities, including improving ventilation; (e) contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments; (f) diagnostic and screening testing; (g) efforts to provide vaccinations to school communities; (h) appropriate accommodations for children with disabilities with respect to health and safety policies; and (i) coordination with state and local health officials.



The LEA will review its Health and Safety Plan at least every six months during the duration of the ARP ESSER grant period and make revisions as appropriate. When determining whether revisions are necessary, the LEA will take into consideration significant changes to CDC guidance on reopening schools and will seek public input and take public input into account.



The LEA's Health and Safety Plan will be made publicly available on the LEA website and must be written in a language that parents/caregivers can understand or be orally translated for parent/caregivers and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability.



The LEA will provide to PDE: (1) the URL(s) where the public can readily find data on school operating status; and (2) the URL(s) for the LEA websites where the public can find the LEA's Health and Safety plan as required under section 2001(i) of the ARP Act; and the LEA Plan for the Use of ARP ESSER Funds.

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

**LEA HEALTH AND SAFETY PLAN**

Please upload your LEA Health and Safety Plan below, and check the assurance indicating that you have completed your upload. Please name the file using your LEA name followed by Health and Safety Plan. example: "**LEA Name-Health and Safety Plan**"



**CHECK HERE** - to assure that you have successfully uploaded your LEA Health and Safety Plan.



**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$5,895,911.00

**Allocation**

\$5,895,911.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

| Function           | Object         | Amount         | Description   |
|--------------------|----------------|----------------|---|
| 1000 - Instruction | 600 - Supplies | \$1,239,422.72 | Purchase of iPads to support a one-to-one initiative that will facilitate remote education options (should it become necessary) and ensure that the education of all students in a equitable manner. This measure allows the district to prepare, prevent and respond to the COVID or other potential pandemics which may require multiple educational platforms (remote or other). |
| 1000 - Instruction | 100 - Salaries | \$9,000.00     | These funds will provide instructors of SAT Prep courses that will be made available to all students at no cost to the student.   |
|                    |                |                | These funds will provide preparation  |

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| Function           | Object  | Amount      | Description   |
|--------------------|---|-------------|---|
| 1000 - Instruction | 600 - Supplies                                      | \$6,000.00  | books for the SAT Prep courses that will be made available to all students at no cost to the student.   |
| 1000 - Instruction | 300 - Purchased Professional and Technical Services | \$15,000.00 | These funds will permit faculty and staff to be professionally developed so that the district will be able to offer increased AP offerings to all students at Honesdale High School. This will provide more opportunity for students who are typically disadvantaged in with limited options.   |
| 1000 - Instruction | 600 - Supplies                                      | \$20,000.00 | This fund source will support the implementation of a new K-2 literacy initiative that will provide rigorous and strong literacy opportunities for all students in thye K-2 grade span. Specifically these funds will be used to purchase titles that will support the literacy initiative, allowing the District to prepare, prevent and respond to the COVID and other potential pandemics. |
|                    |   |             | MobyMax is a standards-aligned K–8 learning platform for  |

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| Function           | Object  | Amount      | Description   |
|--------------------|---|-------------|---|
| 1000 - Instruction | 300 - Purchased Professional and Technical Services | \$49,279.50 | math, literacy, science, and social studies equipped with adaptive tests, test-prep lessons, interactive whiteboard activities, and motivational tools. MobyMax also features state test-prep activities.   |
| 1000 - Instruction | 600 - Supplies                                      | \$350.00    | Success Coach - Mathematics Grade 3   |
| 1000 - Instruction | 600 - Supplies                                      | \$2,203.74  | Everyday Math Home Links Grade 4 and 5  |
| 1000 - Instruction | 600 - Supplies                                      | \$1,759.00  | Feifer Assessment of Writing  |
| 1000 - Instruction | 300 - Purchased Professional and Technical Services | \$400.00    | Fraction Face Off License, Manual and Implementation Ready Pack   |
| 1000 - Instruction | 600 - Supplies                                      | \$1,210.44  | CARS and STARS is a combination of assessment and instruction that works effectively together to improve every student's reading comprehension. By focusing on 12 core strategies, CARS and STARS gives students the essential tools they need to improve their reading comprehension skills. |
|                    |   |             | Supplies for summer program: Brass paper fasteners, Fuse beads,   |

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| Function           | Object         | Amount                | Description  |
|--------------------|----------------|-----------------------|--|
| 1000 - Instruction | 600 - Supplies | \$131.60              | All Purpose Glue sticks, Tacky Pack, Wooden Clothes Pins, Heaveyweight Construction Paper, Upins Googly Eyes |
|                    |                | <b>\$1,344,757.00</b> |  |

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

**BUDGET OVERVIEW**

**Budget**

\$5,895,911.00

**Allocation**

\$5,895,911.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

| Function   | Object         | Amount       | Description  |
|--|----------------|--------------|--|
| 4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES | 700 - Property | \$519,159.00 | Automation system to support the HVAC initiative which will significantly improve indoor air quality. This will make the school building more safe for students, faculty and staff. Additionally, this initiative will serve the community in that the school buildings are EMA safety shelters in the event of emergencies or urgent situations. This component will make the overall project a significant piece of preparing, preventing and responding to the COVID and potential pandemics/emergencies. |
|  |                |              | Chiller Plant to support the HVAC initiative which will significantly improve indoor air quality. This will make   |

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| Function   | Object         | Amount         | Description   |
|--|----------------|----------------|---|
| 4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES | 700 - Property | \$1,712,425.00 | the school building more safe for students, faculty and staff. Additionally, this initiative will serve the community in that the school buildings are EMA safety shelters in the event of emergencies or urgent situations. This component will make the overall project a significant piece of preparing, preventing and responding to the COVID and potential pandemics/emergencies.   |
| 4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES | 700 - Property | \$626,670.00   | Chilled Water Piping to support the HVAC initiative which will significantly improve indoor air quality. This will make the school building more safe for students, faculty and staff. Additionally, this initiative will serve the community in that the school buildings are EMA safety shelters in the event of emergencies or urgent situations. This component will make the overall project a significant piece of preparing, preventing and responding to the COVID and potential pandemics/emergencies. |
|  |                |                | New Unit Ventilators to   |

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| Function   | Object         | Amount       | Description  |
|--|----------------|--------------|--|
| 4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES | 700 - Property | \$951,885.00 | <p>support the HVAC initiative which will significantly improve indoor air quality. This will make the school building more safe for students, faculty and staff. Additionally, this initiative will serve the community in that the school buildings are EMA safety shelters in the event of emergencies or urgent situations. This component will make the overall project a significant piece of preparing, preventing and responding to the COVID and potential pandemics/emergencies.</p> |
| 4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES | 700 - Property | \$542,025.00 | <p>Variable Air Volume (VAV) systems to support the HVAC initiative which will significantly improve indoor air quality. This will make the school building more safe for students, faculty and staff. Additionally, this initiative will serve the community in that the school buildings are EMA safety shelters in the event of emergencies or urgent situations. This component will make the overall project a significant piece of preparing, preventing and responding to the</p>       |

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| Function   | Object         | Amount                | Description   |
|--|----------------|-----------------------|---|
|  |                |                       | COVID and potential pandemics/emergencies.  |
| 4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES | 700 - Property | \$198,990.00          | Pneumatics to support the HVAC initiative which will significantly improve indoor air quality. This will make the school building more safe for students, faculty and staff. Additionally, this initiative will serve the community in that the school buildings are EMA safety shelters in the event of emergencies or urgent situations. This component will make the overall project a significant piece of preparing, preventing and responding to the COVID and potential pandemics/emergencies. |
|  |                | <b>\$4,551,154.00</b> |   |



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**Section: Budget - Budget Summary**

**BUDGET SUMMARY**

|  | 100<br>Salaries | 200<br>Benefits | 300<br>Purchased<br>Professional<br>and<br>Technical<br>Services | 400<br>Purchased<br>Property<br>Services | 500 Other<br>Purchased<br>Services | 600<br>Supplies<br>800 Dues<br>and Fees | 700<br>Property | Totals         |
|--|-----------------|-----------------|--|--|------------------------------------|---|-----------------|----------------|
| 1000 Instruction   | \$9,000.00      | \$0.00          | \$64,679.50  | \$0.00                                   | \$0.00                             | \$1,271,077.50                          | \$0.00          | \$1,344,757.00 |
| 1100 REGULAR<br>PROGRAMS –<br>ELEMENTARY /<br>SECONDARY                | \$0.00          | \$0.00          | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00                                  | \$0.00          | \$0.00         |
| 1200 SPECIAL<br>PROGRAMS –<br>ELEMENTARY /<br>SECONDARY                | \$0.00          | \$0.00          | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00                                  | \$0.00          | \$0.00         |
| 1300 CAREER<br>AND TECHNICAL<br>EDUCATION                              | \$0.00          | \$0.00          | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00                                  | \$0.00          | \$0.00         |
| 1400 Other<br>Instructional<br>Programs –<br>Elementary /<br>Secondary | \$0.00          | \$0.00          | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00                                  | \$0.00          | \$0.00         |
| 1600 * ADULT<br>EDUCATION<br>PROGRAMS                                  | \$0.00          | \$0.00          | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00                                  | \$0.00          | \$0.00         |
| 1700 Higher<br>Education<br>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<br>SERVICES   | \$0.00          | \$0.00          | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00                                  | \$0.00          | \$0.00         |
| 2100 SUPPORT<br>SERVICES –<br>STUDENTS                                 | \$0.00          | \$0.00          | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00                                  | \$0.00          | \$0.00         |
| 2200 Staff<br>Support<br>Services                                      | \$0.00          | \$0.00          | \$0.00   | \$0.00                                   | \$0.00                             | \$0.00                                  | \$0.00          | \$0.00         |

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|  | 100<br>Salaries | 200<br>Benefits | 300<br>Purchased<br>Professional<br>and<br>Technical<br>Services | 400<br>Purchased<br>Property<br>Services | 500 Other<br>Purchased<br>Services | 600<br>Supplies<br>800 Dues<br>and Fees | 700<br>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                                  | \$4,551,154.00  | \$4,551,154.00 |
|  | \$9,000.00      | \$0.00          | \$64,679.50  | \$0.00                                   | \$0.00                             | \$1,271,077.50                          | \$4,551,154.00  | \$5,895,911.00 |
| <b>Approved Indirect Cost/Operational Rate: 0.0000</b>             |                 |                 |  |  |                                    |   |                 | <b>\$0.00</b>  |

**Project #: 223-21-0464**  
**Agency: Wayne Highlands SD**  
**AUN: 119648703**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

|  | 100<br>Salaries | 200<br>Benefits | 300<br>Purchased<br>Professional<br>and<br>Technical<br>Services | 400<br>Purchased<br>Property<br>Services | 500 Other<br>Purchased<br>Services | 600<br>Supplies<br>800 Dues<br>and Fees | 700<br>Property | Totals |                |
|--|-----------------|-----------------|--|--|------------------------------------|---|-----------------|--------|----------------|
|  |                 |                 |  |  |                                    |   |                 | Final  | \$5,895,911.00 |