

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?

| | Methods Used to Understand Each Type of Impact |
|---|--|
| Academic Impact of Lost Instructional Time | PSD has and will continue to progress monitor the impact of COVID-19 and lost instructional time on academic outcomes using the following data to: student IEPs; MAP (Measurable Annual Progress) scores; Growth, Language, Math, Reading (ERIC) scores; grade retention; related services; extended school year (ESY) opt outs in 2019 and 2020; developmental checklists. |
| Chronic Absenteeism | PSD has and will continue to monitor COVID-19 impacts on chronic absenteeism using data including: student IEPs; daily attendance using PowerSchool; notes from parents; and virtual learning plans. Last year, PSD worked with LEAs to develop an Attendance Monitoring Template that lays out the specific actions to be taken (after 3, 6, and 10 unexcused absences), who will take the actions, and the process for tracking and reporting on lateness/absences in PowerSchool. PSD’s social workers and school staff frequently assess student attendance, and develop and identify targeted interventions to identify and proactively address excessive absenteeism. |
| Student Engagement | PSD has and will continue to observe and monitor student engagement via: class attendance; participation in after-school athletics; participation in virtual after-school programs; and participation in other extracurricular activities. Athletics were suspended due to COVID-19; in Winter 2021-22, PSD aims to resume boys basketball and in Spring 2022 will resume boys/girls track and field. |
| Social-emotional Well-being | PSD has and will continue to track and monitor COVID-19’s impact on social-emotional well-being using: student social interactions with peers and adults; participation in after-school athletics; # of student development team (SDT) interviews for self harm; # of students who have added SDT counseling upon return. Counselors, guidance counselors and social workers are always available as part of school personnel for students and their families. Referrals are also made for community mental health support when needed. PSD has a procedure for Suicide/Self-harm/homicide intervention and provides behavioral interventions when needed on campus. Functional Behavior Assessments/Positive Behavior Support Plans are developed when needed. School Psychologists provide Reevaluation Reports for all of our students school-wide. |
| Other Indicators | In addition to the above indicators, PSD tracks and monitors the following data to identify and assess student needs arising due to COVID-19, and evidence-based strategies for addressing these needs, including: language loss (as measured by language goals in IEP); loss of school skills and/or school readiness (particularly for students who began school virtually in 2020-2021, and had not yet been to PSD’s campus); and student retention (students opting to remain at PSD or who opt for cyber options due to concerns related to COVID-19). |

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.

| Student Group | Provide specific strategies that were used or will be used to identify and measure impacts |
|-----------------------------------|---|
| Students from low-income families | <p>Over 80% of PSD’s students qualify for free lunch and reside in low-income households. Surveys of our student families revealed that a number of our students needed help with obtaining wifi and computer technology. These students were provided with the necessary technology (all students, from Early Childhood through High School, were provided chromebooks). Counselors, administrators, and teachers maintained close contact with families to determine their level of physical need, financial and emotional needs. Our school social worker held office hours for student check-ins and weekly department-wide student meetings, and teachers contacted parents (contacts were logged in IEP Writer). PSD assessed students in ELA and math final quarter to measure loss. A final MAP was given to all students on campus. Social-emotional learning was also part of the students’ days and teachers were able to assess and address emotional needs (continued to have time with Student Development Team staff). Food opt-ins for weekly meal delivery continued throughout the pandemic until the school reopened and student meals resumed. Summer programs were implemented virtually in 2020, and in-person 2021. PSD is providing transportation to/from summer programs for all during summer students. Data from both summers will be used to inform 2022 and 2023 programs. In the coming year, PSD will expand access to remote learning for students; activities that increase school engagement, including expanded Athletics and ESY (summer) programs; and internet access and digital literacy/IT training and resources for student families.</p> |
| | <p>PSD implemented strategies to identify and measure COVID impacts on each of the student groups identified in the PA Esser State plan and by PSD's own student bodies. These include: Black or African American students: Black/African American students expressed the need for greater social and emotional wellness and courses related to Diversity, Equity, and Inclusion (DEI), including access to trauma-informed services to help process trauma related to the multiple events of 2020-2021 (including COVID-19</p> |

ARP ESSER APSs, PRRIs, and Charter Schools for the Deaf and Blind 2.5% Set Aside

| Student Group | Provide specific strategies that were used or will be used to identify and measure impacts |
|--|---|
| <p>Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)</p> | <p>and its related impacts). In the 2020-2021 school year, PSD created a new DEI position to address the educational and health inequities and systemic barriers facing students of color. In the 2021-2022 school year, PSD implemented the Social Justice curriculum to address safety concerns, hate, and language issues such as linguistic racism and bias. In the coming year, PSD will increase both special social-emotional supports; student engagement activities; and DEI programs. Asian students: PSD implemented several programs designed to address hate, bullying, and harassment due to targeted hatred toward Asians during the pandemic. The Director of Diversity, Equity, and Inclusion, along with teachers of Asian descent conducted programs both during the school year and during Extended School Year (summer) programs focused on understanding the diversity of Asian individuals. Violence against Asian Americans was directly addressed in school communications from the Head of School and other programming. PSD is a No Place for Hate school (a national school program of the Anti-Defamation League) and as such, during the 2020-2021 school year, conducted several programs focused on recognizing and celebrating diverse cultural backgrounds, including a video done by an Asian student focused on cultural traditions and customs. In the coming year, PSD will increase both special social-emotional supports; student engagement activities; and DEI programs. Hispanic/Latinx Students: PSD implemented several programs focused on Latin American culture and Latinx/Hispanic heritage, including recognizing PSD's Latinx alumni, staff, and community members during Hispanic Heritage Month (September-October 2021). PSD's No Place for Hate Campaign featured a video focused on Latino/x students and their culture. For Latinx students who are English Learners, PSD implemented several supports described below. In the coming year, PSD will increase both special social-emotional supports; student engagement activities; and DEI programs. In the coming year, PSD will increase both special social-emotional supports; student engagement activities; and DEI programs.</p> |

| Student Group | Provide specific strategies that were used or will be used to identify and measure impacts |
|---|---|
| English learners | PSD’s students who are also English Learners (ELs) experienced a loss of language learning and proficiency during COVID-19, particularly in oral English development. PSD added Interpreters to sessions with Spanish speaking families (in some cases, 2 for ASL and Spanish); some families needed help with obtaining access to wifi/internet and were provided additional support. When needed, PSD provided translation services for parent contacts. |
| Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA]) | PSD used student data collected pre and post-COVID to assess skill loss and monitor progress among students with more than one disability. Areas identified where additional support is needed include: social and emotional wellness and mental health; language and communication support for students returning to in-person instruction; support to address the lack of necessary technology and knowledge of how to utilize the technology. Many students with cognitive delays were really not able to access classes during Zoom. Some parents could log them in, others were home by themselves and couldn’t reliably log in. To address these issues, PSD implemented COVID-19 Compensatory Services, including effective assessments and remediation strategies to target areas of regression and learning gaps. PSD extended the Early Childhood Education Center (ECC) school day for the summer program. Loss of time with related services providers such as OT/PT, annual audiology, faulty equipment impacted SLP sessions, and the Reading Specialist also impacted students with additional disabilities. |
| Students experiencing homelessness | Several PSD students experienced disruption due to homelessness and/or housing instability, including moves between houses and districts. Students considered homeless by definition missed numerous days while between houses due to internet connectivity issues and contact with family. |

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.

| | Strategy Description |
|-------------|--|
| Strategy #1 | IEP (Individualized Education Plan) meetings were held virtually, with families and students as well as social workers, specialists, and outside agencies attending virtually to identify shared resources and connections needed to support student and family needs. Assessment: family engagement increased, therefore the school has maintained the virtual IEP format, and will most likely continue to offer it as an option when schools have fully reopened and the COVID-19 pandemic has ended. |

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

i. **If Other is selected above, please provide the description here:**

iii. **Student group(s) that Strategy #1 most effectively supports:** (select all that apply)

- Students from low-income families
- Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)
- Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- English learners
- Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- Students experiencing homelessness
- Children and youth in foster care
- Migrant students
- Other student groups: (provide description below)

iv. If Other is selected above, please provide the description here.

Reflecting on Local Strategies: Strategy #2

| | Strategy Description |
|--------------------|--|
| Strategy #2 | PSD offered Middle School and High School office hours from 2-3 pm for make-up coursework/classwork. Any student who missed class had access to all Middle School and High School teachers between 2 and 3 pm. Assessment: all students were promoted; students who were missing work were given extended time and access to staff to catch up; no students were retained in their 2020 grade. |

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

i. 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 | Counselors held open office hours for any student and also designated check-ins with students via Zoom. Assessment: Students were able to identify areas where they needed additional support (e.g., trauma-informed counseling related to current events), and to make use of the additional supports, services and referrals offered. |

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

i. 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.)

PSD has gathered input from PSD administrators and staff, community members, and parents, as well as from colleagues at other schools for the deaf, to develop our plan for how these funds will be utilized. Early input from parents used to develop this plan was gathered through parents via a Parent Feedback - Remote Learning survey conducted in Summer 2020 and through webinars and forum discussions provided through Conference of Educational Administrators of Schools services, and supports, including specific needs of underserved groups (e.g., children experiencing homelessness, English learners, etc.). Input from teachers was also solicited via surveys conducted immediately after remote learning commenced, and has continued to be solicited via annual teacher surveys conducted annually in June. Finally, PSD consulted with other Programs for the Deaf (CEASD). This data informed PSD's identification of wifi/IT needs and equipment needs. PSD held a Town Hall in August 2020 to solicit additional input and feedback from families and community members on remote learning and student needs. Additionally, PSD has developed a survey that will be distributed to PSD parents to solicit feedback on our specific plan for use of ESSER ARP funds. PSD plans to continuously implement surveys at given intervals to show the progression of stakeholder input.

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)**

PSD used data gathered via the previous surveys of teachers, parents, and other administrators of schools and programs for the deaf described earlier to inform the development of this plan. PSD will use feedback from our survey regarding our planned use of ESSER funds specifically to inform program implementation.

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)**

The development of this budget was done following PSD's annual budget process. The spending plan was designed to ensure there are no gaps in essential services at the end of the grant period. Once approved, this application will be made available on PSD's website.

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 |
|------------------------|--|
| Continuity of Services | PSD will use ARP ESSR funds to sustain and enhance services to ensure continuity of services: addressing students’ academic needs; students’ and staff social, emotional, and mental health needs; and student nutrition and food services. Enhanced services will include academic trips connected to units, experiences on campus, and additional programming for Elementary School students who have missed ETC (Amy will confirm acronym). Funds will also support presentations for students by |

| Plan for Funds | Explanation |
|---|---|
| | external speakers focused on special interests/specific academic coursework and projects, including presentations by Deaf speakers who are working in diverse fields and industries. |
| Access to Instruction | PSD will use ARP ESSR funds to increase students' opportunities to learn, access to instruction, and equity in instructional delivery. This will include a special focus on ensuring students have access to the best possible technology to support their reintegration into in-person learning, and to support continued remote learning when needed. Additional resources will include: updated Chromebooks for students; interactive touch TV's so students and staff can wirelessly connect, use normal software, share student laptop screens during class, and improve visuals during fire alarms/lockdowns; and hotspots for mobile connectivity for students without reliable internet access at home. |
| Mitigation Strategies | PSD will continue mitigation strategies to ensure the safety of our students and staff, in line with PSD's current health and safety plan. Strategies include continuing enhanced cleaning routines, refreshing desktop barriers, maintaining hand sanitizer stations throughout campus, and implementing additional health and safety precautions as applicable. |
| Facilities Improvements | Upgrades to basement classrooms especially on improving the air quality flow |
| Staff Recruitment, Support, and Retention | PSD will implement the following to recruit/retain staff and improve working conditions: Professional Learning Opportunities and specified/targeted training for faculty and staff, including initiatives designed to increase the pipeline of BIPOC/deaf teachers; Teaching supports and other professional tools and equipment to provide a higher quality working environment for teachers and staff on campus. |
| | SD will use ESSER funds to expand Extended School Year/ESY (summer) programs; athletic |

| Plan for Funds | Explanation |
|--|---|
| Other, Summer School, Extended Day, Other Student Programs | programs (including Athletic Clinics for students); and ESY and school-year transition services focused on career exploration and paid work experiences/internships to build work-readiness skills and explore career pathways. |

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:

| | Data Collection and Analysis Plan (including plan to disaggregate data) |
|--|---|
| Student learning, including academic impact of lost instructional time during the COVID-19 pandemic | MAP Growth scores; IEP Goals; Compensatory Education; Pre and Post-Testing |
| Opportunity to learn measures (see help text) | Student engagement (participation in 1:1 and group tutoring for credit recovery/academic support); student and teacher use of new technology (classroom-based and remote); professional development and learning re: technology for teachers, students, and family; and professional development for teachers |
| Jobs created and retained (by number of FTEs and position type) (see help text) | N/A (no new F/T or P/T positions created) |
| Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs) | Participation in enhanced Extended School Year/ESY (summer) programs; After-School Programs; Athletic programs; and transition services programs |