

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	Members of the Green Tree School (GTS) team have reviewed PDE guidance and training materials provided by PATTAN and the PEAL Center on COVID Compensatory Services planning. During the week of September 20th, 2021, data collection on the recoupment needs for IEP goals impacted by the school closure will begin. In addition to the individualized CCS data collection, GTS will also complete our 1st quarter benchmarks in academic, social and emotional needs beginning the week of October 4th, 2021. Prior to the pandemic, the team at GTS has implemented a modified version of the Multi-Tiered System of Support (MTSS) used in general education setting, based on the TIERS Model from Cook & Browning-Wright, to help the team screen for student risk factors and provide evidence-based interventions that match our students' needs, both academically and behaviorally. GTS utilizes aimswebPlus for academic benchmarking on reading and math skills, and the BIMAS 2.0 for social, emotional, and behavioral benchmarks. In addition to these standardized tools, the IEP teams will meet to discuss all student data, including critical ancillary data (e.g., frequency of psychiatric hospitalization) to prepare targeted interventions.
Chronic Absenteeism	The TIERS team at GTS has reviewed student attendance data from the pandemic and planned targeted interventions to address chronic absenteeism in the 2021-2022 SY.
Student Engagement	Beginning in April 2020, GTS's continuity of education plan included the development of a weekly instructional log to track student engagement & participation in virtual learning. During the 2020-2021 SY, GTS offered a hybrid model of instruction, and data collection on the weekly instructional logs were maintained. In addition to attendance and grades, the GTS team will review student's weekly instructional logs to categorize low, moderate, and high student engagement across the period of disruption from April 2020 though June 2021.
Social-emotional Well-being	AS mentioned before, the team at GTS has implemented a modified version of the Multi-Tiered System of Support (MTSS) used in general education setting, based on the TIERS Model from Cook & Browning-Wright, to help the team screen for student risk factors and provide evidence-based interventions that match our students' needs, both academically and behaviorally. GTS utilizes on reading the BIMAS 2.0 for social, emotional, and behavioral benchmarks. In addition to these standardized tools, the IEP teams will meet to discuss all student data, including critical ancillary data (e.g., frequency of psychiatric hospitalization) to prepare targeted interventions.

	Methods Used to Understand Each Type of Impact
Other Indicators	

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
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	As a special education school, all of the students served at Green Tree School have a disability eligible under the IDEA. All of the methods discussed above will be utilized with our students with disabilities.

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
	COVID Compensatory Services (Details from our LEA Manual on CCS @ GTS) GTSS has developed a process for determination of COVID Compensatory Services (CCS) for any possible skills that need to be recouped and, should it be determined, any compensatory services necessary following recoupment efforts. The next several pages provide for the review of our CCS process, for the 2021-2022 school year, to support a more transparent review of steps taken to determine student needs. This guide is intended to be a resource for Local Educational Agents that are looking for additional information to support the determination and ultimate provision of CCS for any student who qualifies and attends GTSS. Data Collection During Fall 2021: GTSS reviewed PDE's guidance related to CCS and began planning in August 2021. Staff training related to the first phase of CCS (data collection on IEP goals) was held the week of August 23, 2021. The training was based on materials provided by PDE, PATTAN, and the PEAL Center. Staff were also provided the CCS worksheet (appendix A). Staff also received training on effective reintegration of students to in-person instruction after 18 months of disrupted learning. Data collection and completion of the CCS worksheets were reviewed in program meetings during the first two weeks of

	Strategy Description
Strategy #1	<p>September. Educational staff participated in targeted professional development sessions on the return to school guidance on compensatory services. Topics discussed: · Current guidance from PDE · Planning and process for COVID-19 compensatory services determination o Focus on progress is determined through multiple data sources o Focus on the importance of documentation o Providing recoupment to students who regressed or made insufficient progress · Reintegration of students to in-person instruction Consistent with the guidance from PDE, data collection on recoupment need for IEP goals affected by the school closure began the week of September 7 with a deadline set for September 17. Data collection for recoupment closed by the end of September, as there were a few cases of student absences that resulted in CCS data being collected after the September 17 deadline. Educational and related service staff (Teacher, Reading Specialist, SLP, OT, social worker and school psychologist) are documenting the updated baselines collected in September in the CCS worksheets shown in Appendix A. The students' baselines in September 2021 will be compared to the skills displayed in March 2020, prior to the mandated shutdown. The CCS worksheets also describe the services that students received during the past year and a half per their digital and hybrid learning plans. Recoupment Efforts: At the beginning of the 21-22 school year, staff received training regarding recoupment to assist students with regaining skills. Training focused on the need to target particular skills with purposeful instruction, utilizing intensive teaching or increased rates of practice, changing the method of service delivery, etc. Upon determination of students in need of recoupment, communication will be sent to families and LEAs. As shown in Appendix B and C, parents will receive letters indicating that their child is, or is not, in need of recoupment. Teachers and staff will focus on recoupment throughout September, October and November. The first marking period of the 2021-2022 school year will be focused on recoupment, with weekly progress monitoring data collected on targeted skills. At the end of November, updated baselines will be collected and compared to previous data (on CCS worksheets) to determine students' eligibility for Covid compensatory services. Letters will be sent to parents regarding the effectiveness of the recoupment period in December (Appendix D and E). Only after the period of recoupment has occurred can GTSS determine who is eligible for CCS. Analysis will consist of the following data points: Data prior to the forced school closure in March 2020 Re-entry data collected upon return to full in-person instruction in September 2021 Data collected in late November 2021 after in-person instruction and services have been provided Recommendation of CCS: The Green Tree School will provide the recommendation for CCS to the LEA as the first step in the process. This will occur in December 2021. This recommendation will be based on the data noted above and analysis of students' progress reports. We will use this recommendation to communicate with the LEA and recognize that there may be other considerations that the LEA may want to take into account. Once hearing feedback from the LEA, the Green Tree</p>

	Strategy Description
	<p>team will then email the IEP team, including the parent, to communicate the recommendation. As shown in Appendix D and E, parents will receive a letter indicating that recoupment was successful or that CCS needs to be considered. Only students that qualify for CCS will have IEP revisions. However, all parents will be notified of the determination as noted above. No later than December 22, 2021, following team discussion over email, phone, or via a meeting, the case manager from GTSS will have an IEP revision drafted with the amount of CCS being offered to the student. The type and amount of CCS and how it will be delivered will be determined on an individualized basis by the IEP team. The draft IEP revision will be sent to the LEA and parent for review and approval. The LEA will document the student's eligibility or non-eligibility on a NOREP. In addition, GTSS will provide parents with an "intent for CCS" form (Appendix D). This will ensure that the IEP team documents the identified need for CCS but that the parent has the option to not participate. This would be similar to how parents in public settings may 'opt out' of ESY even if their child qualifies. This will aid in the determination of final hours that would lead to a contract for services and provisions of staffing. CCS may be offered in a variety of ways with the ultimate provision being decided by the LEA. For example, a parent and LEA could decide to use non-Green Tree staff to deliver CCS outside of the school day. For LEAs and parents utilizing GTSS for CCS, the following will be available: The available days for CCS instruction will fall within the following dates: February 18 – afternoon (currently a half day for students) March 18 – afternoon (currently a half day for students) April 8 - afternoon (currently a half day for students) May 27 – full day (currently a day off for students) June 16 – full day (currently a nonscheduled day for students) June 17 - full day (currently a nonscheduled day for students) Should the LEA be interested in utilizing GTSS for CCS, there will be a separate contract for these services. This is due to the need to have staff on hand to deliver the services outside of their normal work days/hours. This will also be dependent on GTSS having interested staff to complete the hours. Services will be broken down to hourly services and via a daily rate. While the final rates for these services are not yet determined, GTSS commits to calculating rates in the most fiscally responsible manner possible.</p>

i. **Impacts that Strategy #1 best addresses:** (select all that apply)

- ☒ **Academic impact of lost instructional time**
- ☐ **Chronic absenteeism**
- ☐ **Student engagement**
- ☐ **Social-emotional well-being**

☐ Other impact

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

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

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

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

Reflecting on Local Strategies: Strategy #2

	Strategy Description
Strategy #2	Implementation of TIERS At GTS we implement a modified form of MTSS, based on the Tiers of Intensive and Educationally Responsive Services (TIERS) Model (Cook & Browning-Wright, 2009). The TIERS Model aligns well with the spirit of RTI principles implemented in general education settings, but provides more intensified services for students who require placement in a restrictive setting. Within our TIERS model here at GTSS, our Intensified Level 1 offers several universal interventions that are not identical to what is available in the general education setting. These Intensified Level 1 interventions are designed to teach our students the skills necessary for re-integration back into the general education setting. When students do not respond well to the universal supports provided at our Intensified Level 1, then Intensified Level 2 supports are added. Some students have significant needs and are not successful even with the

	Strategy Description
	supports provided at Intensified Level 2, and then Intensified Level 3 supports are added. At GTSS, we implement quarterly universal screenings of academic, behavioral, and social skills for all students. We utilize these quarterly benchmarks, along with other important student data, to determine each student's Intensified Level and the best supports needed to address their academic, behavioral, and/or social challenges. Our teams across the programs focus on making data-based decisions to help ensure each student has the support needed to reach their full potential.

i. **Impacts that Strategy #2 best addresses:** (select all that apply)

- ☒ Academic impact of lost instructional time
- ☐ Chronic absenteeism
- ☒ Student engagement
- ☒ Social-emotional well-being
- ☐ Other impact

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

iii. **Student group(s) that Strategy #2 most effectively supports:** (select all that apply)

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

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

Reflecting on Local Strategies: Strategy #3

	Strategy Description
Strategy #3	School Attendance Improvement Plans The pandemic has contributed to increases in chronic absenteeism at GTS, like many other schools across the nation. Attendance Works reported that chronic absence has dramatically increased, with communities serving Black, Latino, Native American students, students in poverty, and students with disabilities being dramatically affected. GTS is focused on establishing plans to meaningfully engage students and their families after such a lengthy disruption to learning, caused by the pandemic. As recommended by student attendance experts, GTS is focused on engagement and implementing the 3-tiered approach to support student attendance and participation in school. Tier 1 represents universal strategies to encourage good attendance for all students. Tier 2 provides early intervention for students who need more support to avoid chronic absence. Tier 3 offers intensive support for students facing the greatest challenges to getting to school.

i. Impacts that Strategy #3 best addresses: (select all that apply)

- ☐ Academic Impact of Lost Instructional Time
- ☒ Chronic absenteeism
- ☒ Student engagement
- ☐ Social-emotional well-being
- ☐ Other impact

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

iii. Student group(s) that Strategy #3 most effectively supports: (select all that apply)

- ☐ Students from low-income families
- ☐ Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)

- ☐ Gender (e.g., identifying disparities and focusing on underserved student groups by gender)
- ☐ English learners
- ☒ Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA))
- ☐ Students experiencing homelessness
- ☐ Children and youth in foster care
- ☐ Migrant students
- ☐ Other student groups: (provide description below)

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

Section: Narratives - Engaging Stakeholders in Plan Development

Section II: Engaging Stakeholders in Plan Development

In this second section, School Entities are asked to provide information on how stakeholders will be engaged in planning for the use of ARP ESSER funds, how stakeholder input will be utilized, and how the School Entity will make its School Entity Plan for the Use of ARP ESSER Funds transparent to the public—all critical components in developing, implementing, and adjusting plans based on the differential impacts of the COVID-19 pandemic.

4. Stakeholder Engagement

Describe how the School Entity, in planning for the use of ARP ESSER funds, has engaged or will engage in meaningful consultation with stakeholders. **(3,000 characters max)**

(Stakeholders include students; families; LEA representation, School Entity teachers; School Entity principals; School Entity leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the School Entity, stakeholders also include community partners, civil rights organizations (including disability rights organizations); stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migrant students, children who are incarcerated, and other underserved students; and tribes.)

On August 18th, 2021, Green Tree School was informed that as an Approved Private School, we were included in the PDE appropriation of ARP ESSER allocated funds to support our safe return to normal operations in the midst of the on-going pandemic, as well as program improvements to support equity-driven, evidence-based programming to meet our students needs. We quickly engaged our school entity leaders in the planning & decision making regarding the use of the allocated resources for anticipated mitigation expenses (e.g., PPE, cleaning & sanitation supplies, barriers & furniture needs for social distancing, COVID screening testing, etc.). Local school leaders also provided input and suggestions expenses related to student access (e.g., technology needs) as well learning resources needed to best meet students' academic, social and emotional needs. Finally, in the initial planning phase, local school leaders collaborated on how these ESSER funds can support the acquisition of additional resources for our student's social & emotional functioning (e.g., updates to our sensory room) as well as professional development plans for the school team members. Green Tree School plans to engage students to obtain their input on suggestions for additional related arts (e.g., gym, art, music) supplies & activities that will contribute to a positive, supportive and enjoyable learning environment. Student input will be gathered at the beginning of the school year from related arts teachers. Parents will be engaged for input on family and community partnerships that we can focus on strengthening and developing to best serve our families. We plan to hold virtual town hall sessions with parents in the 2nd marking period, and utilize electronic surveys to narrow down selected family & community partnership activities. While local school leaders have begun discussions on how ARP ESSER funds can support staff recruitment, support & retention, we plan to engage current school team members via virtual town halls and surveys on their suggestions for ways to address the on-going staffing shortages and retention challenges. Lastly, we plan to engage both school team

members and parents in a discussion on equity and inclusion at Green Tree School in the spring of 2022. We will use virtual town hall meetings and surveys to assess these stakeholders on plans for an equity analysis and professional development planning suggested at the conclusion of the analysis process.

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)**

Green Tree School will incorporate the recommendations from all stakeholders listed above in the final plan. Input from local school leaders has been instrumental in identifying key services and resources needed for the mitigation of COVID-19 while returning to full in-person instruction, educational resources needed to support academic recovery, resources for safe continuity of services in school nutrition & food services, and services/resources needed to support professional development for the effective implementation of educational resources purchased. A portion of the funds allocated for Green Tree School have been earmarked for use to address other supplies & play equipment to improve learning opportunities, as incorporated with student feedback, family and community partnership endeavors, as incorporated with parent feedback, staff recruitment and retention endeavors, as incorporated with staff feedback, and equity-driven endeavors, as incorporated with parent and staff feedback.

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 Plan for Use of ARP ESSER Funds will be developed and revised as stakeholder input is collected. It will be reviewed and approved by our board. Green Tree School will publish our Plan for the Use of ARP ESSER Funds on our school website, in both English and Spanish. Green Tree School will provide an alternative format, upon request, for any parents/guardians with a disability.

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	Investment in curriculum, supplemental, and intervention tools that can be accessed both during inperson and virtual instruction, if needed. This also include subscriptions for enrichment tools, and assistive technology resources for SLPs, OT, and reading specialists.
Access to Instruction	Investment in additional student laptops for in-school and home use (bring school to a 1:1

Plan for Funds	Explanation
	technology/student ratio)
Mitigation Strategies	Mitigation supplies and services include COVID screening testing, physical barriers for social distancing, PPE, and cleaning supplies.
Other, Summer School, Extended Day, Other Student Programs	Estimated budget for a consultant to assist GTS in completing an organizational equity analysis and develop strategic plan
Staff Recruitment, Support, and Retention	Investment in tools to help GTS recruit, promote, and retain talent in the on-going educator staffing shortatge

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	As outlined in our COVID Compensatory Services LEA manual, GTS began data collection to determine the impact of lost instructional time during the first marking period of the 2021-2022SY. Student's baseline data on progress with IEP goals was collected and compared to the progress monitoring data on those goals prior to March 2020. Student's demonstrating a regression were afforded a period for the IEP team to focus on recoupment efforts with intensive teaching on the related skill. The recoupment period will close in late December 2021, and IEP teams will be updated on the recommendation for COVID compensatory services. In addition to CCS for students with demonstrated regression on IEP goals, GTS will also continue benchmarking, three times per year, on aimswebPlus and BIMAS 2.0 to assess student's academic & behavioral functioning in comparison to similarly aged peers. This benchmark data is used, with other local data points to determine student need within our intensified MTSS program called TIERS. Our internal TIERS committee meets weekly and discusses student data, including benchmark scores, attendance, psychiatric hospitalizations, significant discipline or behavioral incidents, and response to supports and interventions.
Opportunity to learn measures (see help text)	Within our CCS plan, GTS has identified 6 additional instructional days, to provide more opportunities for students with significant regression to have individualized instruction and make progress with recoupment of skills. Our TIERS committee has also partnered with our Student Engagement committee to focus on promoting attendance and creating fun & nurturing activities to bolster student attendance in school. GTS is implementing the recommended strategies from Attendance Works that focuses on engaging students & parents, recognizing good & improved attendance, monitoring attendance data and providing personalized outreach early when students are showing a pattern of absence. GTS will also be investing in additional technology resources to support student engagement both in-person, and remotely (as needed with quarantine). With the investment in high quality learning resources, students will be able to continue work on skills for homework or enrichment, in addition to

	Data Collection and Analysis Plan (including plan to disaggregate data)
	any remote learning needs related to the pandemic. GTS will invest in a web based asset management solution to help the school monitor allocation and use of the student laptops. The TIER committee will also review enrichment tool usage (e.g., Lexia and Dreambox) monthly, to monitor progress with these learning strategies. Finally, GTS will survey parents bi-annually to assess for their feedback on their child's access to academic resources and progress with learning with the addition of these tools.
Jobs created and retained (by number of FTEs and position type) (see help text)	GTS has a number of unfilled positions. We will monitor the number of FTE "created" jobs that we are able to fill and retain, with the additional retention financial resources we are able to provide due to ARP ESSER funding.
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	GTS also plans to enhance student engagement and participation in Extended School Year programming in the summer months with supplies & activities funded by ARP ESSER. GTS will track average daily attendance during ESY in the summers of 2022 and 2023, to contrast with 2020 & 2021 data.

Section: Narratives - ARP ESSER Prior Approval

ARP ESSER PRIOR APPROVAL

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

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

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

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

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

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

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

No

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

Name of Proposed Project	Type of Project	Brief Description of Proposed Project



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

Section: Narratives - Health and Safety Plan Upload and URL

SCHOOL ENTITY HEALTH AND SAFETY PLAN AND URL

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

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

<https://www.greentreeschool.org/sites/default/files/2021-09/health-and-safety-plan.pdf>



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

Section: Budget - Instruction Expenditures

BUDGET OVERVIEW

Budget

\$260,409.00

Allocation

\$260,409.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$22,308.00	Open Court (RELA Currirriculum K-5)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$5,610.00	StudySync (RELA Curriculum 6-12)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$10,561.42)IntoMath (Math Curriculum K-
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$15,600.00	Lexia Core5/Power Up Subscription (3 years)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$10,665.00	Dreambox Learning Supscription (3 years)

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$13,500.00	Clicker Supscription for Assistive Technology (3 years)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$16,200.00	DocsPkus Assistive Technology Subscription (3 years)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$897.00	LAMP Words for Life (SLP App for 3 years)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$1,900.00	edHelper Subscription (for 2 years)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	500 - Other Purchased Services	\$3,456.00	Learning A-Z Subscription (for 2 years)
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$18,000.00	Student Chromebooks (60)
		\$118,697.42	

Section: Budget - Support and Non-Instruction Expenditures

BUDGET OVERVIEW

Budget

\$260,409.00

Allocation

\$260,409.00

Budget Over(Under) Allocation

\$0.00

SUPPORT AND NON-INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
2100 - SUPPORT SERVICES – STUDENTS	300 - Purchased Professional and Technical Services	\$36,832.00	COVID Testing services for sub nurse support and medical practice partner. School was able to switch to federally funded testing provider in Nov 2021, but sub nurse support will still be needed & included in this budget.
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$1,700.00	Student desk barriers for desks and tables in cafeteria
2400 - Health Support Services	600 - Supplies	\$7,600.00	PPE including face masks, shields, gloves, etc.
2100 - SUPPORT SERVICES – STUDENTS	600 - Supplies	\$19,400.00	Cleaning supplies including disinfectant wipes, hand sanitizer, cleaning solutions for facilities and electrostatic sprayers for sanitation

Function	Object	Amount	Description
2300 - SUPPORT SERVICES – ADMINISTRATION	300 - Purchased Professional and Technical Services	\$20,000.00	Consultant services for an organizational equity analysis and strategic planning
2200 - Staff Support Services	100 - Salaries	\$56,179.58	Resources to support staff recruitment, staff retention, and staff development
		\$141,711.58	

Section: Budget - Budget Summary

BUDGET SUMMARY

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$62,218.00	\$56,479.42	\$0.00	\$118,697.42
1300 CAREER AND TECHNICAL EDUCATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1400 Other Instructional Programs – Elementary / Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1600 * ADULT EDUCATION PROGRAMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$36,832.00	\$0.00	\$0.00	\$21,100.00	\$0.00	\$57,932.00
2200 Staff Support Services	\$56,179.58	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$56,179.58

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$20,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$20,000.00
2400 Health Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,600.00	\$0.00	\$7,600.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$56,179.58	\$0.00	\$56,832.00	\$0.00	\$62,218.00	\$85,179.42	\$0.00	\$260,409.00
Approved Indirect Cost/Operational Rate:								\$0.00

	100 Salaries	200 Benefits	300 Purchased Professional and Technical Services	400 Purchased Property Services	500 Other Purchased Services	600 Supplies 800 Dues and Fees	700 Property	Totals
				Final				\$260,409.00