

Section: Narratives - Program Description

PROGRAM DESCRIPTION

INTRODUCTION

On March 13, 2020, Governor Tom Wolf ordered the closure of all K-12 Pennsylvania schools for ten business days to protect the health and safety of students and school communities during the COVID-19 pandemic. This period of closure was later extended indefinitely, and, on April 9, 2020, Secretary of Education Pedro Rivera ordered all school entities closed through the end of the 2019-20 school year. Signed into law by Governor Tom Wolf on March 27, Act 13 of 2020 required school entities, including school districts and charter schools, to make a good faith effort to plan to offer continuity of education during the period of closure.

Local education agencies (LEAs) made significant efforts during this extended school closure to provide continuity of education, including the provision of a free appropriate public education (FAPE) to the greatest extent possible. The Pennsylvania Department of Education (PDE) recognizes, however, LEAs may have had difficulty delivering FAPE and students with disabilities, in particular, students with complex needs, may have lost skills and/or behaviors and/or failed to make progress. While LEAs transition to implementing reopening plans for the 2020-2021 school year, they continue to face challenges with delivering FAPE and providing services to students with complex needs. As a result, LEAs will need to evaluate the impact of the extended school closure on students with disabilities when schools return to routine in-person instruction and develop enhanced approaches to provide services to students with complex needs during the COVID-19 Pandemic. According to the [U.S. Department of Education's \(USDE\) March 12, 2020 guidance](#), LEAs, in consultation with individualized education program (IEP) teams or appropriate personnel under Section 504, must make an individualized determination whether, and to what extent, compensatory services may be needed as a result of the extended school closure.

The Pennsylvania Department of Education (PDE), Bureau of Special Education is requesting applications from Local Education Agencies (LEAs) in need of financial supports to offset costs associated with the development and implementation of enhanced synchronous instruction and/or a systemic plan to address the need to remedy students' skill and/or behavior loss and/or lack of progress that resulted from the LEA's difficulty delivering a Free Appropriate Public Education (FAPE) during COVID-19 Pandemic.

The purpose of the Special Education COVID-19 Impact Mitigation Grant (SECIM) is to provide fiscal supports to LEAs in order to:

1. Provide enhanced synchronous instruction via advancements to infrastructure and/or resources to bolster remote services and supports for students with complex needs and/or
2. Provide services and supports to students with disabilities that evidenced a loss in skills and/or behavior and/or lack of progress due to the mandatory school closures following a skill recoupment period and delivered beyond the school day.(i.e., before school, after school, Saturdays, school breaks, summer 2021)

Local Education Agencies, including school districts, charter schools and cyber charter schools are eligible to apply. These entities are responsible for delivering FAPE.

Funds would be allocated based on a formula using the following factors:

- Aid Ratio of the Entity
- Students with Complex Needs Factor
- Equitable Services Factor

LEAs/Charters may plan individually or may work in consortiums to maximize the efforts, but funds will go directly to the LEA.

GRANT PRIORITIES

1. What is the LEA/Charter's plan to Identify students who will benefit from this grant: Students need to be identified as youth with disabilities who:

- have difficult accessing FAPE in a remote environment
- evidenced lost skills and/or behaviors and/or failed to make progress after the LEA's established recoupment period
- have aged out during the 2019-2020 school year and is in need of CCS services
- experienced a delay in an initial evaluation due to the extended school closure and therefore, experienced a lack of progress

In the first two weeks of school GMSD completed progress reviews of all students IEP goals. We compared Fall 2020 baseline data to 2019-20 school year progress monitoring date to indicate a regression in skills and/ or behavior patterns and a lack of progress on IEP goals.

2. How will the LEA/Charter address the barriers to FAPE during remote instruction for students with complex needs(A) and/or students' with disabilities that evidence loss of skills/behaviors and/or failure to make progress(B).

A. Enhance synchronous instruction

- Training/support to school teams regarding best practices in synchronous instruction for students with complex needs
- Parent Information Session provided to parents.
- Determination and timeline for identification for implementation of plan(s)
- Identification of infrastructure enhancements
- Identification of remote services resources
- Identification of services delivery model
- Identification of staff necessary involved

At the end of the first quarter we have developed programs to help students regain lost skills. The district will provide additional instruction and services to provide recoupment of their skills. Data will be collected, tracked, and reviewed to determine the effectiveness of the additional instruction and services to see if we should continue with these services or continue with planned instruction per the IEP.

AND/OR

B. LEA Systemic Approach to Covid-19 Compensatory Services

- Training/support to school teams regarding the components of CCS (mandatory attendance at Grant Presentation)
- Engagement of Family/Caregivers/Parent Information Session provided to parents.
- Determination and timeline for identification for implementation of plan(s)
- Identification of services delivery model and systemic approach to provide CCS to students

- Identification of staff
- Data Collection
- Engagement of Educational/Agency Partners, as appropriate(Optional)

Training/support to school teams regarding the components of CCS (mandatory attendance at Grant Presentation) GMSD will provide this training to all selected personal to deliver the additional instruction and services. If a student is determined eligible for CCS then staff will be trained on the expectation of providing the instruction to recoup the needed skill(s) that shows a lack of progress in that skill area. Training will be provided on the monitoring of the skill by progress monitoring at least monthly and reviewed with parents. Engagement of Family/Caregivers/Parent Information Session provided to parents. A letter will be sent with a statement of eligibility for additional CCS services as well as a televideo session to provide information on what services the student will be given to help recoup the needed skills. Determination and timeline for identification for implementation of plan(s) After reviewing progress monitoring the IEP team will determine eligible students to start the service as soon as possible. Identification of services delivery model and systemic approach to provide CCS to students It will be determined by the IEP team on the best mode of delivery whether that is one-on-one, small group, or additional practice on a software program. Identification of staff Staff will be identified with credentials of being highly qualified to delivery that skill(s) for recoupment. Data Collection Progress monitoring of the skill(s) will be done monthly and reviewed with parents.

3. How does the LEA/Charter School intend to measure the effectiveness of the use of the grant allocation?

At the end of each quarter data will be collected to determine the effectiveness of the intervention to determine if GMSD can continue with planned instruction per the IEP or develop more required CCS for the student.

Section: Narratives - Assurances

ASSURANCES

ASSURANCES

1. Assurance that all activities and expenditures of funds conducted in association with the program are in direct compliance with the provisions of the funding authorities.
2. Assurance that reporting requirements will be submitted in a timely manner. Such reporting includes but is not limited to:
 - a. Efficacy and outcome data as directed by the funder and
 - b. Summative report on specified activities and budget expenditures in a format to be provided by the grantor.
 - c. All grant reporting requirements.
3. Assurance that program staff will participate in all required PDE/PaTTAN training and technical assistance activities.

LEAs receiving GEERS funds will provide equitable services to students and teachers in nonpublic schools as required under 18005 of Division B of the CARES Act.

Yes

LEAs that receive more than \$150,000 in CARES Act funds will complete quarterly reports, including the following data: (LEAs receiving less than \$150,000 please select 'NO')

- The total amount of funds received, the amount spent or obligated for each project or activity,
- A detailed list of all projects or activities supported with CARES Act funds
 - ◊ including: Name
 - ◊ Description
 - ◊ Estimated number of jobs created or retained (where applicable)
- Detailed information on subcontracts and subgrantees, including FFATA data elements, as prescribed by OMB.

Yes

LEA will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 18006 of Division B of the CARES Act. In addition, each entity that accepts funds will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. CARES Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID- 19.

Yes

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 (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Yes

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 (i) the Department and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.

Yes

LEA maintains inventory records, purchase orders and receipts for equipment (over \$5,000) purchased and Computing Devices and Special Purpose Equipment (\$300 - \$4,999) and will conduct a physical inventory every two year.

Yes

The LEA will comply with all reporting requirements, including those in Section 15011(b)(2) of Division B of the CARES Act, and submit required quarterly reports to the Secretary at such time and in such manner and containing such information as the Secretary may subsequently require. (See also 2 CFR 200.327-200.329). The Secretary may require additional reporting in the future, which may include: the methodology LEAs will use to provide services or assistance to students and staff in both public and nonpublic schools, the uses of funds by the LEAs or other entities and demonstration of their compliance with Section 18003(d), such as any use of funds addressing the digital divide, including securing access to home-based connectivity and remote-use devices, related issues in supporting remote learning for all students, including disadvantaged populations.

Yes

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).

Yes

To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take 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 program.

Yes

Section: Narratives - Allowable Usage of Funds

ALLOWABLE USAGE OF FUNDS

The following terms will apply:

- Equipment costs, clothing, gift cards, food and entertainment, and student salaries are not allowable expenses.
- General supplies must be purchased prior to September 30, 2021.
- Awarding of funds will be based on a needs-based formula to allocate funds to priority, highest need LEAs. Considerations for funding, include
 - Aid Ratio of entity
 - Students with Complex Needs Factor
 - Equitable Services Factor

FUND USAGE CATEGORIES

Please select categories from the list below in which your Agency/LEA will be using these funds.

- Books, Periodicals**
- General Supplies**
- Professional Development**
- Resources**
- Salaries**
- Technology**

Based on your selections above, please complete the table by identifying categories of usage, and providing a description of how your LEA will utilize the funds. (For the description there is a maximum of 1000 characters.)

*For consortium applications, please include a line for each applicable LEA/Usage combination

LEA Name	Allowable Usage of Funds	Description (1000 max characters)
General McLane School District	Salaries	The GMSD will utilize the Special Educaiton Mitagation grant to pay for salaries to support he need services to be provided to the studetns.

Section: Nonpublic Organizations - Nonpublic Equitable Services

NONPUBLIC EQUITABLE SERVICES

NONPUBLIC EQUITABLE SERVICES

An LEA receiving GEER Funding will provide equitable services to students and teachers in nonpublic schools as determined through timely and meaningful consultation with representatives of nonpublic schools.

Section 18005 of the CARES Act requires school districts that receive grants funded by the Governor's Emergency Education Relief Funds Grants (GEERF), provide equitable services in the same manner as provided under Section 1117 of ESEA, which means in the same manner as equitable services are provided in Title I, Part A.

The equitable services provided to nonpublic school students and teachers should be determined in consultation with nonpublic school representatives. School districts may provide services directly or may contract with a public or private entity after following the appropriate procurement procedures to deliver the services



CHECK HERE - If your funding for this program is \$26,710 or LESS. (Allocations under this amount are not funded by CARES Act dollars, and are exempt from Nonpublic Equitable Services requirements.) *****If checked, mark this section complete at the bottom and proceed to the next section. *****



CHECK HERE - if your LEA does NOT provide equitable services to nonpublic students and teachers as described in CARES Act Program. ***LEAs should only check this box if they had NO participating low-income nonpublic students reported in the 2019-20 Title I program. **If checked, mark this section complete at the bottom and proceed to the next section.*****

The LEA will ensure that a public agency will maintain control of funds for the services and assistance provided to a nonpublic school under the GEERS Fund.

The LEA will maintain control of materials, equipment, and property purchased with GEERS funds.

The LEA will ensure that services to a nonpublic school with GEERS funds will be provided by a public agency directly, or through contract with, another public or private entity.

NONPUBLIC EQUITABLE SHARE

In the original guidance set forth in July of 2020 Interim Final Rule (IFR) by USDE, districts were given two options when calculating the Nonpublic Equitable Share. Option 1 equitable services is based on

Title I, Part A low-income participating numbers. Option 2 was based on the total enrollment of all participating nonpublic schools in the district, compared to the total enrollment in both public and participating nonpublic schools in the district, regardless of the student's poverty level.

Based on the September 4, 2020 outcome of *NAACP v. DeVos*, the U.S. District Court for the District of Columbia issued an order vacating the Interim Final Rule. Accordingly, the IFR is no longer in effect. Equitable services calculations are based on the 2018-19 enrollment of low-income students of nonpublic schools that participated in 2019-20 Title I, Part A programming. Option 2 is no longer in effect and LEAs are not expected to calculate the difference and hold that amount in reserve.

PDE has posted a document "Guidance on Calculating and Administering Equitable Shares Reservations" that was updated September of 2020 to reflect USDE Interim Final Rule on the CARES Act section of the website. The full FAQ can be found by following this [Link to Equitable Service FAQs](#).

EQUITABLE SHARE CALCULATION (Option 1)

Determine your LEA's 'Nonpublic Per Pupil Amount' in the chart below by entering data for your LEA. Then, enter the total number of low-income students enrolled in public schools, followed by the total number of low-income students enrolled in all nonpublic schools, who wish to participate in the GEERS CARES Act program.

Agency/LEA Name	Allocation	Total Low Income Public Students	Total Low Income Nonpublic Students	Nonpublic Administration Costs	Nonpublic Equitable Share	Nonpublic Per Pupil Amount

EQUITABLE SHARE CALCULATION (Option 2)

Based on the order vacating the Interim Final Rule, Option 2 is no longer in effect and LEAs **ARE NOT** expected to calculate the difference and hold that amount in reserve.

******DO NOT COMPLETE******

Agency/LEA Name	Allocation	Total Enrolled Public Students	Total Enrolled Nonpublic Students	Total Administration Costs (Public + Nonpublic)	Nonpublic Equitable Share	Nonpublic Per Pupil Amount

GEERS FUNDS AFFIRMATION OF CONSULTATION FORM

Please upload your GEERS Affirmation of Consultation signed electronically* by the LEA and Nonpublic Officials

Nonpublic Institutions

There are no Nonpublic Institutions

Section: Budget - Public Instruction Expenditures

BUDGET OVERVIEW

Budget

\$15,208.00

Allocation

\$15,208.00

Budget Over(Under) Allocation

\$0.00

PUBLIC INSTRUCTION EXPENDITURES

Please complete the budget below including Public expenditures ONLY.

Function	Object	Amount	Description
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$15,208.00	To pay for teacher salaries for CCS services
		\$15,208.00	

Section: Budget - Nonpublic Instruction Expenditures

BUDGET OVERVIEW

Budget

\$15,208.00

Allocation

\$15,208.00

Budget Over(Under) Allocation

\$0.00

NONPUBLIC INSTRUCTION EXPENDITURES

Please complete the budget below including Nonpublic expenditures ONLY.

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Public Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$15,208.00

Allocation

\$15,208.00

Budget Over(Under) Allocation

\$0.00

PUBLIC SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES

Please complete the budget below including Public expenditures ONLY.

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Nonpublic Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$15,208.00

Allocation

\$15,208.00

Budget Over(Under) Allocation

\$0.00

NONPUBLIC SUPPORT AND NON-INSTRUCTIONAL EXPENDITURES

Please complete the budget below including Nonpublic Equitable Services expenditures ONLY.

Function	Object	Amount	Description
		\$	
		\$0.00	

Section: Budget - Budget Summary

BUDGET OVERVIEW

Budget

\$15,208.00

Allocation

\$15,208.00

Budget Over(Under) Allocation

\$0.00

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	\$15,208.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,208.00
1300 Vocational 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
1500 * NONPUBLIC SCHOOL PROGRAMS (For IU and school district use only)	\$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

	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
1700 Higher Education Programs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1800 Pre-K	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2100 SUPPORT SERVICES – STUDENTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2200 Staff Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2300 SUPPORT 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

	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
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$15,208.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,208.00
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$15,208.00