

## 2021-2022 ARP ESSER Neglected & Delinquent Facilities Grant

Institution Name: Woods Services

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Allocation available for spending: **\$357,590**

### NEGLECTED AND DELINQUENT INSTITUTIONS ARP ESSER APPLICATION

The application below requests information from Neglected and Delinquent Institutions (N&Ds) about:

- (1) Needs and impacts resulting from the pandemic,
- (2) Stakeholder engagement in the development of local plans to respond to these needs and impacts,
- (3) Specific elements in the LEA Plan for the Use of ARP ESSER Funds;
- (4) Plans for monitoring and measuring progress.

**ARP ESSER includes a significant focus on vulnerable student populations.** Given these requirements, as well as PDE's own equity commitments, the N&D 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 N&D (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

## Engaging Stakeholders in Plan Development

### Stakeholder Engagement

**2021-2022 ARP ESSER Neglected & Delinquent Facilities Grant**

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

(Stakeholders include any relevant group to the N&D Institutions, such as students; families; school and district administrators (including special education administrators); teachers; principals; school leaders; other educators; school staff; and unions. In addition, to the extent that the following groups are present in or served by the N&D Institutions, 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.)

N&D Institution Name	Stakeholder Engagement
Woods Services	Input for the use of the ESSER funds was gathered in collaboration with principals, teachers, behavior therapists, school staff members, school psychologist and the Director of Pupil Services. Woods will continue to contract with our PBIS consult to analyze the data collected.

**Use of Stakeholder Input**

Describe how the N&D Institutions have and will take stakeholder and public input into account in the development of the N&D Plan for the Use of ARP ESSER Funds. (3,000 characters max)

N&D Institution Name	Use of Stakeholder Input
Woods Services	Stakeholder input included the analysis of our SWIS data before the school closures due to the COVID-19 pandemic and then after the return to in-person learning. Physical aggression, abusive language, and out of program were identified as the top three problem behaviors following the return of in person instruction.

**ARP ESSER PRIOR APPROVAL: Capital Expenditures**

**N&D Institutions that wish to expend ESSER funds on facilities initiatives may be permitted to:**

## 2021-2022 ARP ESSER Neglected & Delinquent Facilities Grant

- 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

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

### Directions for Capital Expenditures:

**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?**

Yes

No

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

**2021-2022 ARP ESSER Neglected & Delinquent Facilities Grant**

<b>N&amp;D Institution Name</b>	<b>Type of Project</b>	<b>Name of Proposed Project</b>	<b>Brief Description of Proposed Project</b>

**DIRECTIONS:**

**IMPACT OF NEEDS AND PLAN FOR FUNDS**

**Indicators of Impact:** **Select all that you can provide data to prove impact**

Understanding the Impact of the COVID-19 Pandemic:

- Describe how the N&D has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being.
- 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

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Academic Impact of Lost Instructional Time</b>	
<b>Chronic Absenteeism</b>	
<b>Student Engagement</b>	
<b>Social-emotional Well- being</b>	Woods Services Schools are in year four of implementing Tier 1 of PBIS. The PBIS teams use the SWIS program to enter Office Discipline Referrals daily. These referrals are analyzed by type of problem behavior, by location, by time of day, by days of the week and by individual students. The SWIS system gives us the ability to identify who, when and where the students are exhibiting the most significant challenges. The teams use this to re-teach expectations and use booster incentives to increase compliance to expectations.
<b>Other Indicators</b>	

**2021-2022 ARP ESSER Neglected & Delinquent Facilities Grant**

Identify the student groups in the N&D that faced particularly significant impacts from the pandemic. For each, provide specific strategies that were used or will be used to identify and measure impacts.

<b>Student Group</b>	<b>Provide specific strategies that were used or will be used to identify and measure impacts</b>
Children with disabilities ages 5-21	<p>Tier 1 systems, data, and practices impact everyone across all settings. They establish the foundation for delivering regular, proactive support and preventing unwanted behaviors. Tier 1 emphasizes prosocial skills and expectations by teaching and acknowledging appropriate student behavior. Teams, data, consistent policies, professional development, and evaluation are essential components for these practices to work effectively.</p> <p>The core strategies guiding Tier 1 PBIS include the understanding that we can and should:</p> <ul style="list-style-type: none"> <li>• Effectively teach appropriate behavior to all children</li> <li>• Intervene early before unwanted behaviors escalate</li> <li>• Use research-based, scientifically validated interventions whenever possible</li> <li>• Monitor student progress</li> <li>• Use data to make decisions</li> </ul>

**Reflecting on Local Strategies**

Provide the N&D's assessment of the top strategy that has been most effective in supporting the needs of students, in particular specific student groups most impacted by the COVID-19 pandemic. **THIS IS REQUIRED**

<b>Strategy #1</b>	<b>Strategy Description</b>
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2021-2022 ARP ESSER Neglected & Delinquent Facilities Grant

<b>Tier 1 PBIS</b>	Teachers and school staff teach the expectations in all areas of the school and recognize when students meet the expectations with tickets. Tickets are redeemed for highly desired items in the school stores. Office discipline referrals are submitted when students do not meet expectations, indicating the type of problem behavior, the area, the time of day and day of the week. The core PBIS with the PBIS consultant meet monthly to analyze the data and identify targeted behaviors, students. The team then focuses on such, creating additional supports to encourage desired outcomes.
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**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-

if Other is selected above, please provide the description here:

**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)

2021-2022 ARP ESSER Neglected & Delinquent Facilities Grant

**OPTIONAL ADDITIONAL STRATEGIES:** leave blank if not utilizing

Strategy #2	Strategy Description

**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

if Other is selected above, please provide the description here:

**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)

Strategy #3	Strategy Description

2021-2022 ARP ESSER Neglected & Delinquent Facilities Grant

**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

if Other is selected above, please provide the description here:

**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

**DIRECTIONS:**

**Capacity for Data Collection and Reporting**

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

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
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**2021-2022 ARP ESSER Neglected & Delinquent Facilities Grant**

<b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b>	Woods Schools will continue to use the SWIS program to collect and analyze data collected on student behavior.
<b>Opportunity to learn measures</b>	
<b>Jobs created and retained (by number of FTEs and position type)</b>	
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	

## **Plan for ARP ESSER Funds**

How will the N&D Institutions spend its ARP ESSER funds as outlined in the fields below?

- Continuity of Services:
  - How will the N&D Institutions 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?
- Access to Instruction:
  - How will the N&D Institutions use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
- Mitigation Strategies:
  - How will the N&D Institutions use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff? Consider the N&D Institution’s Health and Safety Plan in developing the response.
- Facilities Improvements:
  - How will the N&D Institutions 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 N&D’s Health and Safety Plan in developing the response.
- Staff Recruitment, Support, and Retention:
  - How will the N&D Institution use ARP-ESSER funds to maintain staff and provide professional training and/or improve working conditions for staff?
- Other; i.e. summer school, extended day

**2021-2022 ARP ESSER Neglected & Delinquent Facilities Grant**

Plans for funds	Explanation
Salaries for three behavior therapists/clinicians	Behavior therapists/clinicians bring a level of expertise in shaping appropriate school behaviors that transfer into the community post graduations. The behavior therapists support the core PBIS teams across the three schools in drilling down into the SWIS data and making recommendations for classroom teachers and staff. The behavior therapists role play and model novel approaches to improve targeted behaviors.

**BUDGET OVERVIEW**

Allocation

\$357,590

Item	Amount	Description
1. Salary and benefits for behavior clinician 1	\$119,196	Salary and benefits to be distributed over two years
2. Salary and benefits for behavior clinician 1	\$119,196	Salary and benefits to be distributed over two years
3. Salary and benefits for behavior clinician 1	\$119,196	Salary and benefits to be distributed over two years