

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

### **LEA ARP ESSER APPLICATION**

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

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

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

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

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

#### **Indicators of Impact**

1. Understanding the Impact of the COVID-19 Pandemic: Describe how the LEA has identified or will identify the extent of the impact of the COVID-19 pandemic on student learning and well-being.

Specifically, what methods (i.e., collecting and analyzing data and information from focus groups, surveys, and local assessment results) were used or will be used to identify and measure impacts in four key areas: (1) Academic impact of lost instructional time, (2) Chronic absenteeism, (3) Student engagement, and (4) Social-emotional well-being?

	<b>Methods Used to Understand Each Type of Impact</b>
<b>Academic Impact of Lost Instructional Time</b>	The District has, and will continue, to analyze data from a multitude of assessment sources. The assessments we regularly review include, but are not limited to, (PSSA, Keystone, STAR, Accelerated Reader, Accelerated Math, CDT, and iXL progress). This data is reviewed for students throughout the year across multiple assessments, also from year over year for students, and then also for grade levels from one year to the next. While grade levels do not review the same students, it provides insight into the grade as a whole and their progress year over year. We combine this with in-class data from teachers as well as qualitative data from teachers, students, and parents.
<b>Chronic Absenteeism</b>	We are actively reviewing our in-year, as well as our year over year data for the District. This data is reviewed to find trends in absenteeism and the increases, which were seen during 2020-2021, and analyze populations and the trends that we have seen. We are working closely with our SAP team to coordinate data gathering, and then with the County Truancy TIPS program to determine trends they are seeing across the county and insight they can provide on regional and county wide suggestions for analysis and work toward improving.
<b>Student Engagement</b>	Student engagement is measured differently at each grade level. At the high school level we have spent considerable time with administrative and teacher teams meeting with our various student groups (i.e. Student Voice, Class Officers, Athletes, Club Presidents, etc.) to discuss their engagement, what they are feeling and how they see school. In the middle school a similar technique was taken, but on a more informal basis. Additionally, they surveyed students to learn more about their likes and dislikes of school, school in 2020-2021, and the options that we have used. And, at the ES, we have focused more on qualitative data from teachers and parents on student engagement, we've monitored work progress, and engagement in class meetings, etc.
<b>Social-emotional Well-being</b>	This is one of the most challenging to measure, especially during times that we are not with our students. Our counselors have kept detailed notes on the students they are working (not the student's conversations, but the student in general) with and hearing from, so we can analyze those notes for trends in demographics. Additionally, we partner with multiple community based programs and we are able to compare data on trends they are seeing vs what we see and then solicit their input on what is occurring for students in K-12.
<b>Other Indicators</b>	

**Documenting Disproportionate Impacts**

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

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students from low-income families	<p>The fact is that our district has nearly 70% of our students identified as "low-income". This means that most of what we are doing and measuring is for our student body as a whole. We have focused on meeting students where they are and offering more supports. During virtual learning, we welcomed in small groups of students so we could do so safely, but so the individual or small groups could meet and receive direct teacher support. We also offered evening and weekend virtual and in-person sessions. We offered summer programming to all students and we are in the process of beginning after-school programming that can benefit students at all grade levels.</p>
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	<p>We had more students than we would ever like, not engage in their learning during our virtual time periods. Whether by choice of the student, lack of family structure at home supporting education, or the student being thrust into an adult role and caring for family members, it was a challenge for many within our district. Much like our students from low-income situations, we have focused on meeting students where they are and offering more supports. During virtual learning, we welcomed in small groups of students so we could do so safely, but so the individual or small groups could meet and receive direct teacher support. We also offered evening and weekend virtual and in-person sessions. We offered summer programming to all students and we are in the process of beginning after-school programming that can benefit students at all grade levels.</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
Students experiencing homelessness	<p>Like many Districts, we have experienced an increase in homelessness even before Covid. Covid only saw our numbers rise further. It was our goal and our focus during 2020-2021 to stay in close contact with all families and ensure they were engaged with us and had the resources they needed. Resources could be simply support and information or tangible items like wifi hot spots, clothing, food, etc. While we always work with families on what is best for the student and will in-turn provide transportation, there are times that homelessness takes families far away from us as they try to find stability and then they enroll elsewhere. We worked with families to stay with us in a synchronous, virtual classroom during 2020-2021 so we could continue to help them since we knew them. We believe this greatly benefited our students and families. Moving into this year, we worked with each one individually on what was best for them and continue to help them find settings that are appropriate for their needs and best for their child.</p>

**Reflecting on Local Strategies**

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

	Strategy Description
<b>Strategy #1</b>	We provided free summer programming open to all students in K-12. The programming may have looked different at each grade band of students, but it was a free opportunity for all students to focus on academic needs, challenges, and items needed for next steps.

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.

Students who were not engaged or participatory in 2020-2021, especially during virtual learning.

**Reflecting on Local Strategies: Strategy #2**

	Strategy Description
<b>Strategy #2</b>	We provided student well being sessions during our virtual learning days in 2020-2021, beginning at the high school level and then spreading. We'd like to find a way to continue these programs during our current school year. These days focused on topics that were important to students and at times, topics they might not want to talk about, i.e. social emotional well being. They involved teachers who led them, guest speakers at times, and resources. They were highly attended.

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.**

Students who were not engaged or participatory in 2020-2021, especially during virtual learning.

### **Reflecting on Local Strategies: Strategy #3**

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	Strategy Description
Strategy #3	

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

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

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

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

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

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

## **Section: Narratives - Engaging Stakeholders in Plan Development**

### **Section II: Engaging Stakeholders in Plan Development**

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

#### **4. Stakeholder Engagement**

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

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

The New Brighton Area School District has engaged stakeholders in multiple methods and will continue to do so as the planning and implementation moves forward. From the on-set, the entire District community was engaged via surveys. The surveys sought the input of parents, families, community members, business owners, District staff members, and other groups, including students, to gather their input on areas such as, but not limited to, learning loss, content and curriculum, after-school programs, summer programs, technology implementation, and health and safety topics for a return to school. These topics, and others were rated and qualitative data gathered from all of our stakeholder groups. In addition to this, internal (District staff) and external (community based) meetings were held to discuss these topics to gain additional suggestions and to plan for implementation of strategies. The external meetings were most helpful to gather more information from parents and community members on how programs can work in cohesion and support family needs. Initial planning began based on this data but as programs and decisions are fine tuned, additional meetings will occur to further plan and ensure that District plans align with changing needs and community needs. These meetings may be stand alone meetings but also may be in concert with other pre-arranged meetings such as, but not limited to, PTO meetings, Community meetings, etc. The goal is to gather as much stakeholder input as possible as we move forward.

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

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



The data gathered in the previous question was the data directly used in developing our plans and identifying our needs. We believe that our stakeholders, both internal staff and external stakeholders (i.e. parents, families, community members, business owners, outside agencies, etc.) are poised to provide us with valuable information on planning for the future and rebounding from the impact of the pandemic. The input from our community served to identify our key areas of focus in order to move forward. As educators, we've taken those areas and identified how we think we can most effectively and efficiently implement them within the District to positively impact our students, staff and the school community as a whole. As we move forward, we'll have additional stakeholder sessions to learn more and gain additional input from them for implementation or adjustments as we move forward. We believe that the recovery from the pandemic and our use of the ARP-ESSER funds should be a fluid situation and with that fluidity will come additional times for input and adjustments to our plans as we see how the landscape changes.

#### **6. Public Access to LEA Plan for the Use of ARP ESSER Funds**

Describe the process for development, approval, and making public the LEA Plan for the Use of ARP ESSER Funds. The LEA Plan for the Use of ARP ESSER Funds must be made publicly available on the LEA website and submitted to PDE within 90 days of LEA receipt of ARP ESSER funding, must be written in a language that parents/caregivers can understand, and must be provided in alternate format upon request by a parent/caregiver who is an individual with a disability. **(3,000 characters max)**

The New Brighton Area School District found that during the pandemic our community reliance on our website and social media platforms greatly increased. We have taken the data that we gathered during our stakeholder sessions and created presentations for our entire community on our publicly accessible sites and platforms. These presentations shared information in an easy to follow format with summary and back-up information. We shared these presentations with small sample groups prior to publicizing to gather feedback on the format. Additionally, we are providing fliers, one-page handouts, and similar materials to market and share information on specific topics. We find that our families appreciate the more frequent, more direct communication so it is our hope that taking our larger presentation and then sharing it in other formats will help our community and keep them engaged.

## **Section: Narratives - Using ARP ESSER Funds to Plan for Safe, In-Person Instruction**

### **Section III: Using ARP ESSER Funds to Plan for Safe, In-Person Instruction**

In this third section, LEAs are asked to reflect on both the impacts and needs described in Section I and stakeholder engagement described in Section II to provide a description of the LEA plan for the use of ARP ESSER funds, beginning with the minimum 20 percent reservation, to address the impact of lost instructional time as required by section 2001(e)(1) of the ARP Act.

**Instructions:** For both (a) the 20 percent reservation to address the impact of lost instructional time and (b) remaining funds, describe the LEA's principles for emphasizing educational equity in expending ARP ESSER funds, including but not limited to:

- Responding to students' academic, social, emotional, and mental health needs, and addressing opportunity gaps that existed before—and were exacerbated by—the pandemic.
- Allocating funding to individual schools and for LEA-wide activities based on student need.
- Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.
- Taking steps to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the ARP ESSER-supported program, in compliance with the requirements of section 427 of GEPA (20 U.S.C. 1228a).
- Attending to sustainability of plans supported by non-recurring ARP ESSER funds beyond the ARP ESSER funding period.

### **7. Plan for 20 percent Reservation to Address the Impact of Lost Instructional Time (Learning Loss)**

How will the LEA use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs? **(3,000 characters max)**

The response must include:

- a. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the LEA has selected, and how the LEA will evaluate the impact of those interventions on an ongoing basis to determine effectiveness.
- b. How the evidence-based interventions will specifically address the needs of student groups most disproportionately impacted.
- c. The extent to which the LEA will use funds it reserves to identify, engage, and support (1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and (2) students who did not consistently participate in remote instruction when offered during school building closures.

The District is taking a multi-pronged approach to our set-aside for learning loss. First, we will implement an intensive afterschool program. We will use funds to support this program over multiple years. The program, DARE2XL, was previously in-place for nearly a decade, but due to funding had to cease about 5 years ago. This program was developed at Penn State University and focuses on character development, academic skills, positive reinforcement, homework help, and also provides parent trainings and support sessions. This program was highly successful in the past when measured with attendance rates, student attainment in school, parent engagement, and repeat attendees year after year. This program targets all students, but first priority is given to those who meet the various sub-groups that we have previously spoken of, i.e. low socioeconomics, inconsistent attendance, etc. Additionally, to support the afterschool program but also students who are both behind in their academics as well as those who we are trying to push to excel at a higher level, we are utilizing an on-line cadre of course work that is fully aligned with our curriculum. This coursework is Common Core aligned and is offered form Edgenuity. We will be able to measure direct access by students, we will provide coursework at no cost, and our district staff will implement and teach with students as a means for remediation, acceleration, and support in after-school. Along with that, we will utilize some of our 20% set-aside to update our in-house curriculum resources. Our current resources do not provide the technology integration, of which we are now 1:1 with iPads or Chromebooks, nor the resources we need for differentiation. Our curriculum resources, i.e. textbooks, supplemental resources, etc. are outdated and this funding will help us update them so we can directly target our students and their needs with up to date resources that also come with the materials needed for support, remediation, and acceleration, while also speaking to our students through the use of more modern references, names that are identifiable with our student groups, and so forth. We will also utilize funds to support psychology services, behavior technician services, and social work services. We believe that our students learning loss is a direct relationship to their social and emotional needs, in particular those students who come from homes where Covid had a direct impact, where the home structure was not supportive of the amount of time that was spent at home, or where economic hardships caused severe stress. We believe that through the use of these personnel, all of whom we already employed but the funding will help us increase their days and/or hours, will better prepare our students to engage in their learning. As Maslow has shown, physiological and safety needs must be met before they can reach a point of learning and accepting their learning and growth.

#### **8. Plan for Remaining Funds** *(funds not described under the question above)*

How will the LEA spend its remaining ARP ESSER funds including for each of the four fields below, as applicable? **(3,000 characters max)**

- a. Continuity of Services: How will the LEA use ARP ESSER funds to sustain services to address students' academic needs; students' and staff social, emotional, and mental health needs; and student nutrition and food services?
- b. Access to Instruction: How will the LEA use ARP ESSER funds to support the goals of increasing opportunity to learn and equity in instructional delivery? Consider regular attendance/chronic absenteeism data from the 2020-21 school year, including data disaggregated by student groups, in developing the response.
- c. Mitigation Strategies: How will the LEA use ARP ESSER funds to support prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and

Prevention (CDC) for the reopening and operation of school facilities and transportation services to effectively maintain the health and safety of students, educators, and other staff? Consider the LEA's Health and Safety Plan in developing the response.

- d. Facilities Improvements: How will the LEA use ARP ESSER funds to repair and improve school facilities to reduce risk of virus transmission, address environmental health hazards, and/or improve ventilation? Consider the LEA's Health and Safety Plan in developing the response.

The pandemic taught us a lot as we traveled the landscape from March 2020 through present day and for our community it showed us a lot about our buildings. While we love our buildings, we realized that many of their aspects are outdated when it comes to what Covid taught us regarding health, safety, and things like air exchanges, etc. Our buildings were built in 1958 and 1972 and have had minimal renovations since their building. We are going to use aspects of our ESSER-ARP funding, and funding from other sources, to improve our HVAC and air quality aspects of our buildings. Our community identified air quality as a primary concern so we will focus on univents, which move all hot and cold air in the district, as well as doors and windows. We will also focus on some electrical needs, which are directly tied to air quality, and will help us improve air circulation in areas that previously were seldom used, but the need for space has taught us more about how we can utilize our square footage. We will utilize funds to improve our cafeterias as well. From serving line enhancements to promote student choice but create natural barriers between staff, food, and students, to table enhancements to promote seating in groups and social interaction but allow for personal space to be more clearly defined. Finally, we will utilize funds to ensure that our facilities and health departments have the supplies that they need. The pandemic has changed how we operate in both of those departments. Our stakeholders recognize that and often said during data collection that they wanted us to support those departments, maintain some of our cleaning strategies, and support the needs of the health departments who have seen supplies being used quickly and have redesigned their locations to be more friendly to their current work.

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

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

**(3,000 characters max)**

Not Applicable.

**10. 20% Reservation Calculation**

Please enter your ARP ESSER total allocation amount and then click Save.

**\*Please ensure that your 20% (or greater) budgeted amount for Learning Loss is itemized in your Budget.**

**Project #: 223-21-0279**  
**Agency: New Brighton Area SD**  
**AUN: 127045653**  
**Grant Content Report**  
**Elementary and Secondary School Emergency Relief Fund (ARP ESSER)**

	<b>ARP ESSER Allocation</b>	<b>Reservation Requirement</b>	<b>Reservation Amount (calculated on save)</b>
<b>20 Percent Reservation</b>	3,786,625	20%	757,325

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

**Section IV: Monitoring and Measuring Progress**

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

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

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

	<b>Data Collection and Analysis Plan (including plan to disaggregate data)</b>
<b>Student learning, including academic impact of lost instructional time during the COVID-19 pandemic</b>	We will continue to monitor all academic data, both classroom and local data to more formalized data and assessment data. This data is disaggregated by our student information system and is analyzed at the district, building, and classroom level to determine student progress and gaps that exist.
<b>Opportunity to learn measures (see help text)</b>	We will continue to monitor student needs. As a small district this is generally easily monitored through knowledge that exists in our building offices or with our counselors on student needs, such as clothing, food, shelter, or technology resources at home like wifi. Additionally, we conduct an annual survey of families to learn more about their needs and their opinions of district resources.
<b>Jobs created and retained (by number of FTEs and position type) (see help text)</b>	We will continue to monitor our staffing levels and annually review those against how they were created or retained as a result of ARP.
<b>Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)</b>	We maintain student data on all programs that we operate. Through our student data, i.e. attendance, sign-in sheets, who was invited vs who attended, and so forth, we are able to review student engagement in programs, family engagement, and in turn also disaggregate to determine which student populations were most/least engaged, involved, and participatory in our programming. We can then make adjustments as we learn about the impact our programs are making.

**Section: Narratives - ARP ESSER Assurances**

**ARP ESSER Fund Assurances**

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



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



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

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



The LEA will cooperate with any examination of records with respect to such funds by making

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



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



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



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



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



The LEA will comply with all ARP Act and other ARP ESSER requirements, including but not limited to complying with the maintenance of equity provisions in section 2004(c) of the ARP



Act. Under Maintenance of Equity, per-pupil funding from state and local sources and staffing levels for *high poverty schools* may not be decreased by an amount that exceeds LEA-wide reductions in per-pupil funding and staffing levels for *all schools* served by the LEA<sup>1</sup>. High poverty schools are the 25 percent of schools serving the highest percent of economically disadvantaged students in the LEA as measured by information LEAs submitted in PIMS that includes individual student data and identifying if the student meets economically disadvantaged criteria. This data is used to calculate school poverty percentages . Note: An LEA is exempt from the Maintenance of Equity requirement if the LEA has a total enrollment of fewer than 1,000 students, operates a single school, serves all students in each grade span in a single school, or demonstrates an exceptional or uncontrollable circumstance, as determined by the United States Secretary of Education.

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



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



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



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



The LEA's Health and Safety Plan will include (1) how the LEA will, to the greatest extent practicable, support prevention and mitigation policies in line with the most up-to-date guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff; (2) how the LEA will ensure continuity of services, including but not limited to services to address the students' academic needs, and students' and staff members' social, emotional, mental health, and other needs, which may include student health and food services; (3) how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policy on each of the following safety recommendations established by the CDC: (a) universal and correct wearing of masks; (b) modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); (c) handwashing and respiratory etiquette; (d) cleaning and maintaining healthy facilities, including improving ventilation; (e) contact tracing in combination with isolation and quarantine, in collaboration with the State and local health departments; (f) diagnostic and screening testing; (g) efforts to provide vaccinations to school communities; (h) appropriate accommodations for children with disabilities with respect to health and safety policies; and (i) coordination with state and local health officials.



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



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



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

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

**LEA HEALTH AND SAFETY PLAN**

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



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

**Section: Budget - Instruction Expenditures**

**BUDGET OVERVIEW**

**Budget**

\$3,786,625.00

**Allocation**

\$3,786,625.00

**Budget Over(Under) Allocation**

\$0.00

**INSTRUCTION EXPENDITURES**

Function	Object	Amount	Description
1000 - Instruction	300 - Purchased Professional and Technical Services	\$74,800.00	Learning Loss - Contracted service with Tame Inc, from Penn State Univ., to operate the Dare2XL afterschool programming. Teaching services provided by District staff in other budget categories. Contracted services provide administrative and coordination services, parent engagement, parent and family programming, staff support, and program needs.
			Learning Loss - Curriculum supplies to update curriculum resources to integrate with 1:1 technology, upgrade texts and reading resources to support reading

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Function	Object	Amount	Description
1000 - Instruction	600 - Supplies	\$625,000.00	intervention, improve RtII and MTSS resources for supplemental instruction and tiered support, and utilize technology resources in the classroom to enhance 1:1 such as interactive boards.
1000 - Instruction	600 - Supplies	\$14,726.00	Learning Loss - iXL subscription for iXL reading and math supplemental program for grades K through 8 for all students.
1000 - Instruction	300 - Purchased Professional and Technical Services	\$98,295.00	SEL & Learning Loss - District presently contracts for Psychologist services and a Behavior Technician/Therapist. Budgeted amount will increase their hours and total days in the District throughout the next two years to support our students and have the ability to meet with more students and staff.
1000 - Instruction	600 - Supplies	\$3,357.23	Additional text books due to increased enrollment numbers in specific grades, most directly Kindergarten in 2021-2022.
			Contracted nurse substitute to increase nursing capacity due

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Function	Object	Amount	Description
1000 - Instruction	300 - Purchased Professional and Technical Services	\$10,000.00	to Covid protocols and to ensure coverage of Nurse's office when a District employed Nurse is out sick or on a personal day.
1000 - Instruction	100 - Salaries	\$3,000.00	Covid coordinator stipend for afterhours and weekend work such as, but not limited to, school based Covid testing through PADOH school based testing program and Concentric. Three nurses will split the work at \$1000 stipend per person.
1000 - Instruction	200 - Benefits	\$1,294.20	Benefits associated with Covid Coordinate stipend from previous entry.
1000 - Instruction	100 - Salaries	\$100,000.00	Learning Loss - Teacher costs associated with supplemental (outside of school hours and/or summer) learning opportunities for students through in-person and digital learning through 21-22, 22-23, and 23-24.
1000 - Instruction	200 - Benefits	\$43,000.00	Learning Loss - Benefits associated with teacher costs from supplemental learning opportunities during school year and in the summer from previous

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Function	Object	Amount	Description
			budget entry.
1000 - Instruction	600 - Supplies	\$45,000.00	Edgenuity online learning content system with full course offerings for K-12 to cover all full online course needs.
		<b>\$1,018,472.43</b>	

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

**BUDGET OVERVIEW**

**Budget**

\$3,786,625.00

**Allocation**

\$3,786,625.00

**Budget Over(Under) Allocation**

\$0.00

**NON-INSTRUCTIONAL EXPENDITURES**

Function	Object	Amount	Description
3100 - Food Services	600 - Supplies	\$50,000.00	Purchase of additional cafeteria resources to support additional service options, social distancing, food options, preparation and service for multiple cafeterias in addition to what is considered normal in the district.
3100 - Food Services	600 - Supplies	\$6,500.00	Rental of cafeteria tables and chairs to support social distancing in the cafeteria and maintain students in school with great social distancing.
2600 - Operation and Maintenance	600 - Supplies	\$2,711,652.57	HVAC supplies to repair, update and replace univents throughout the District to increase air flow and filtration.
		<b>\$2,768,152.57</b>	





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**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
<b>1000 Instruction</b>	\$103,000.00	\$44,294.20	\$183,095.00	\$0.00	\$0.00	\$688,083.23	\$0.00	\$1,018,472.43
<b>1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1300 CAREER AND TECHNICAL EDUCATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1400 Other Instructional Programs – Elementary / Secondary</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1600 * ADULT EDUCATION PROGRAMS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1700 Higher Education Programs</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>1800 Pre-K</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2000 SUPPORT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2100 SUPPORT SERVICES – STUDENTS</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2200 Staff Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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	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
<b>2300 SUPPORT SERVICES – ADMINISTRATION</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2400 Health Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2500 Business Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2600 Operation and Maintenance</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,711,652.57	\$0.00	\$2,711,652.57
<b>2700 Student Transportation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>2800 Central Support Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3000 OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3100 Food Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$56,500.00	\$0.00	\$56,500.00
<b>3200 Student Activities</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>3300 Community Services</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>\$103,000.00</b>	<b>\$44,294.20</b>	<b>\$183,095.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$3,456,235.80</b>	<b>\$0.00</b>	<b>\$3,786,625.00</b>

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	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
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$3,786,625.00