

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?

	Methods Used to Understand Each Type of Impact
Academic Impact of Lost Instructional Time	Using mid-year and end of year benchmarks assessments Study Island 5-12, STARR Reading assessment grades K-4 as well as curricular common assessments helped identify individual student learning loss. Analyzing the data obtained from the various assessments allow the district K-12 identify student weekness so teacher could plan remediation during school and tutoring before and afterschool which began at the start of the second semester 2020-2021 and will conitnue through the summer and as needed throughout the the 2021-2022 school year.
Chronic Absenteeism	By-Weekly absentee reports were automaticly run and distributed to each school's child student teams. Families were contacted and student attendance improvement conferences were held to devolop strategies that would assist students and families in getting students to attend classes both face-to-face or Vrtual. When all attempts failed country truancy divergent programs were contacted to assist with the families in developing a plan to a consistant return to school.
Student Engagement	Following the Pennsylvania Department of Education guidance on attendance, students in the virtual environment were required to attend classes and finish the work assigned during class and for homework to get credit for the work completed and attendance. Students who attended face-to-face where held accountable in the same fashion to keep consistant as virtual students attended conccrently with student who were online.
Social-emotional Well-being	All staff members were and will retrained in trauma care. Staff will be trained in the threat assessment framework. Student support teams were made aware of students who were struggling with pandemic and provided services to student based on need. Guidance counselors received extra training on identifying students with anxiety.
Other Indicators	Through the use of grant money guidance counselors and school psychologists were added to lower case loads so to identify students in crisis more rapidly. The district worked with St. Luke's University Hospital to provide on campus counseloing througth the hospital's Psychological Department. These counselors where available all the secondary schools daily.

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

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Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act [IDEA])	Similar to the 2020-2021 school year baseline testing and progress monitoring will take place so to provide compensatory educational services. Students will be monitored and tested monthly to gage growth in the content taught and tutored.
English learners	Wida assessments, Ellevations as well as teacher formative data;.
Other groups disproportionately impacted by the pandemic that have been identified by the LEA (See Help Text for examples)	Tier Two and Tier Three students receiving interventions throught the school year, STARR Testing and progress monitoring. Summer camp Quest for Tier Two and Three Students. Particular attention will mbe paid to Foster Care students and homeless students.

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
Strategy #1	Providing remediation and enrichment K-12 based on assessment data. Providing tutoring before school and afterschool for remediation and credit recovery.

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	Training Guidance Counselors on how to identify students in crisis and providing them professional counseling from St. Luke's University Hospital on our secondary school's campus

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	Bi-Weekly child study team review of attendance and academic data and utilizing the student attendnace improvement process to assist in engaging students in the school building and classrooms. Utilizing the assitance for outside truancy providers to assist the most challenging attendance cases.

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.)

Kindness Crusade is an initiative that will rebuild the community connection. All school buildings will engage in community outreach activities during the month of September. These activities will be showcased at a Kindness Crusade Festival whereby all community members are invited to attend and participate in games, food, and merriment for free. Title 1 parent group meets bi-annually to discuss needs and get input from parents. ELL parent events offered to families. Consultation with local NAACP organization. Home school visitors engage with parents and students who are disengaged in school. Business Advisory Council Multicultural Committee and Equity Community Cohort Community survey Lehigh County Children's Roundtable Truancy Subcommittee Membership (Children & Youth, Lehigh County Mental Health, Juvenile Probation, Valley Youth House, K/S consultants, Lehigh County CASP, Center for Humanistic Change, Pinebrooke Family Answers Etc.)

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)**

School board presentation and approval of school board on expenditure of funds; public comment open to all. PTO/PTA discussions at building level with all staff Use of previous survey results to address known needs. Lehigh County Children's Roundtable Truancy Subcommittee Membership (Children & Youth, Lehigh County Mental Health, Juvenile Probation, Valley Youth House, K/S consultants, Lehigh County CASP, Center for Humanistic Change, Pinebrooke Family Answers Etc.)

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 parkland plan for the use of ARP ESSER funds was a collaborative effort between building principals, student services, Curriculum and Instruction, Technology Department, Business Administration, School Services Department and the office of the Superintendent to develop a plan that would address learning loss in students. The process required the development of the district's safe return to school plan allotting funds to address the day to day functions as well as long-term air quality needs. The plan addressed curricula and technological needs. Finally the mental health needs were also addressed by the committee. School board presentations will offer public input as well as the plan being sent to other organizational stakeholders within the Parkland School District or who operate in conjunction with Parkland School District but who are outside of the district. The plan was placed on the district website along with the safe return to school plan for public parent and community input.

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.

a.) Secondary administrators and some educators will implement restorative practices to handle discipline issues versus traditional practices. Para educators will receive RBT training. This will help them to service students with significant needs appropriately. Intensive intervention at our secondary schools was implemented in the Spring 2021 for students who were failing classes. Certified teachers coordinated tutoring hours with students. Students were able to increase their grade in a course by participating and showing academic growth over several weeks of intensive intervention. Summer camps and programs for our elementary students who are in need of additional support and instruction are planned for the 2021 summer. In addition to the Extended School Year for learning support students who qualify, we are also offering an opportunity for learning for our elementary tiered students. Students will receive additional instruction and support. The district uses many research based English Language Arts interventions and has a strong data culture across all of our schools. District resources will be used, as they have in the past, to intervene to support student learning. Data indicates that we had more growth in the English Language Arts area than we did in mathematics. With missed instruction this year, we anticipate needing to have a research based math intervention in place in our elementary schools to help students fill in gaps in learning. b)The YESS Program is a counseling service via St. Luke's whereby students and staff can participate in psychotherapy via a licensed clinician while at school. If a student does not have insurance, the program will still assist the student. The secondary intensive intervention impacts the students who struggled to keep their grades up during the pandemic. The district used real time data to support the students struggling in core content areas. In elementary grades, the students who have been identified as tier 2 or 3 in need of additional instruction and support are the students who are struggling to reach grade level standards. Our summer camp will provide students with instruction to help close the gap. Intervention programs and various software that supports instruction are used consistently throughout the school year. c.) Funds will be used to purchase and implement a new math intervention for elementary schools. The extent to which the district will use funds for STARR Reading and Math assessment screener to identify, engage, and support. Funds are being used and will continue to be used to compensate our staff for working with an individual student or small groups of students. (Before and After school) Funds are being used to purchase summer resources and to supplement title dollars. Funds will also be used to support our interventions including the purchase of additional licenses or materials and resources.

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.

Continuity of Services: How will LEA use funds to sustain services to address students’ academic needs; students’ and staff social, emotional, and mental health needs; and student nutrition and food services? Hiring of a BCBA to assist with behavioral issues Hiring of an additional psychologist and counselor to assist with mental health needs. Hiring of additional learning support teachers to meet the needs of students. Hiring of additional staff to reduce class sizes or offer online instruction. Access to instruction; how will LEA use funds to support the goals of increasing opportunity to learn and equity in instructional delivery? (attendance/ chronic absent) Attendance meetings will be held monthly by the CORE Teams in each building. Students with attendance concerns will be identified. Student Attendance Improvement Plans will be developed with the parents and students. Interventions may include but are not limited to mentoring, guidance seminars, or home school visitor meetings. Home school visitors make home visits to intervene when attendance and disengagement is a concern. KS partnership Truancy provider. Mitigation Strategies- District will continue utilizing disinfecting products that kept students and staff safe during the 2020-2021 school year. No change to procedure during school and after school. Building will continue with social distancing utilizing one-way hallways 3-6 feet distance wherever possible. Facilities Improvements- The district plans to utilize ARP ESSER dollars to upgrade aging HVAC systems to enhance air quality in school where equipment has aged and is need of repair or replacement.

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.*

	ARP ESSER Allocation	Reservation Requirement	Reservation Amount (calculated on save)
20 Percent Reservation	11,177,619	20%	2,235,524

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:

	Data Collection and Analysis Plan (including plan to disaggregate data)
Student learning, including academic impact of lost instructional time during the COVID-19 pandemic	For students with IEPs, data at the end of the prior school year will be compared to data at the start of the current school year. If regression is noted, interventions will be put in place and monitored for 3 months. If the student did not recoup those skills, the amount and time of new interventions will be adjusted. The STAR universal screener and CDTs will be used to identify learning loss and needs for interventions. Data dashboard through Performance Matters allows district administrators to review data from a district perspective, principals to view data at the school level and classroom teachers to view individual student data and class data. PVAAS data and the new PDE Local Assessment tool will help us determine gaps in learning and intervene in a timely manner. Grade Level Team Meetings in Elementary, Team meetings in middle school and PLCs and Child Study Meetings at the high school level allow teams to review data and have instructional conversations to prioritize and determine interventions and the best way to support students academically and socially. All data is discussed including teacher formative data, diagnostic assessment data, and benchmark data.
Opportunity to learn measures (see help text)	Analytics of student engagement with Schoology, our LMS platform. during the March 2020- June 2020 time period. Analytics of student engagement and participation throughout the 2020-2021 school year. Technology support hours for any family needing technical assistance and support. Provided Kajeets to families if wifi was not available. Hosted daily technology support professional development opportunities during the March - June 2020 shut down period. Offered multiple PD opportunities for staff throughout the 2021-2022 school year to help acclimate them to various technologies. Offerings were differentiated to support teachers at various skill levels. Multiple surveys sent to staff to get input on instructional modalities Multiple surveys to families to gauge interest in online learning and in person learning.
Jobs created and retained (by number of FTEs and position type) (see help text)	29
	Students who participate in our elementary program, Camp Quest, were

	Data Collection and Analysis Plan (including plan to disaggregate data)
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	<p> selected based on their academic needs. Students who are currently in a tiered intervention were invited to attend camp as well as get a iReady software license for reading and math over the summer months. The summer credit recovery program will be offered to students who fail a course at the secondary level. Students and families will not need to pay for summer school this year, due to ESSER funds. The secondary schools provided tier 2 interventions after school during the second semester of the 2020-2021 school year. Teachers created content and met with students throughout the semester to intervene and assist students in passing their courses. </p>

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 LEA¹. 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.

¹Calculations 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

\$11,185,573.00

Allocation

\$11,185,573.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$2,391,735.00	Salaries for instructional staff
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$3,954,153.00	technology purchases for chromebooks/laptops to facilitate online learning in addition to software licenses for educational programming
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$340,896.00	Learning Loss: Salaries for speical education BCBA, special ed paraprofessional and ESL staff
1200 - SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$60,000.00	software licensing for DocuSign, which is needed to integrate into the IEP writing software to give the district and parents the ability to hold IEP meetings and sign documents virtually

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Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$586,227.00	Learning Loss: Salaries for summer remediation and developmental reading program for learning loss
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$1,657,078.00	Learning Loss: supplies and materials for remediation and curricular programming
		\$8,990,089.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$11,185,573.00

Allocation

\$11,185,573.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
4000 - FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	700 - Property	\$1,750,000.00	HVAC upgrades at Ironton elementary school
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$307,742.00	Salaries for school psychologist and and guidance counselor to address mental health needs of students
2400 - Health Support Services	100 - Salaries	\$137,742.00	Salaries for school nurse
		\$2,195,484.00	

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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
1000 Instruction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$2,977,962.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,611,231.00	\$0.00	\$8,589,193.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$340,896.00	\$0.00	\$0.00	\$0.00	\$0.00	\$60,000.00	\$0.00	\$400,896.00
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	\$307,742.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$307,742.00
2200 Staff Support Services	\$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
2300 SUPPORT SERVICES – ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2400 Health Support Services	\$137,742.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$137,742.00
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	\$1,750,000.00	\$1,750,000.00
	\$3,764,342.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,671,231.00	\$1,750,000.00	\$11,185,573.00
Approved Indirect Cost/Operational Rate: 0.0000								\$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
							Final	\$11,185,573.00