

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	Learning loss was evaluated through our universal screeners in k-9, district created assessments and PSSA results. Specifically, DIBELS assessment showed a gap in phonics across the district. PSSA results showed regression in certain grade levels, including 4th grade, 7th and 8th grade in both reading and mathematics. Our district assessment results mirror the PSSA information.
Chronic Absenteeism	The Lower Merion School District monitors student attendance at both the building and district level. We have building level teams that work with families on attendance improvement plans. There is a direct correlation between chronic absenteeism and student achievement. We expect students who are chronically absent to have an even larger achievement gap.
Student Engagement	Students that are engaged in their learning are more successful academically and from a social and emotional well-being perspective. The district regularly monitors students who are at risk of failure. This school year, between 15-20% of our students are at-risk of failing one or more courses at the secondary level. Upon further investigation, these students are not engaged in their classes and are missing a significant amount of assignments. Our goal is to find opportunities to allow students to make-up missed work and reengaged in their learning.
Social-emotional Well-being	The Lower Merion School District has been significantly impacted by the COVID-19 pandemic with regard to social-emotional and mental health needs. Based on a review of evaluation requests, review of academic data, parent and staff meetings, parent and staff surveys, and information shared by students, the District has identified social-emotional and mental health functioning to be an area of high need at this time. Specifically, the District has seen a sharp rise in the amount of suicide risk and threat/harm assessments conducted across our K-12 buildings. Moreover, there has been a noteworthy increase in student mental health hospitalization across the District. Parents and staff report that students require additional mental health supports to proactively provide self-help skills and respond to crisis situations.
Other Indicators	

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
English learners	<p>Students will be assessed on using district benchmarks, state assessments, The area of concern was recognized when the district-wide universal screeners was administered. Based on individual student results, at-risk students were identified for intervention. Students will be progressed monitored for growth. Students in our summer program, SPIES, participated in a pre and post testing using universal screeners and district benchmark assessments. The district will evaluate success through student survey, staff survey, and post-intervention surveys. We expect to see an overall increase in positive survey responses from fall to spring. Additionally, we expect to see an overall increase in positive survey responses annually.</p>
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	<p>The area of concern was recognized when the district-wide universal screeners was administered. Based on individual student results, at-risk students were identified for intervention. Students will be progressed monitored for growth. Students in our summer program, SPIES, participated in a pre and post testing using universal screeners and district benchmark assessments. The district will evaluate success through student survey, staff survey, and post-intervention surveys. We expect to see an overall increase in positive survey responses from fall to spring. Additionally, we expect to see an overall increase in positive survey responses annually.</p>
Students from low-income families	<p>The area of concern was recognized when the district-wide universal screeners was administered. Based on individual student results, at-risk students were identified for intervention. Students will be progressed monitored for growth. Students in our summer program, SPIES, participated in a pre and post testing using universal screeners and district benchmark assessments. The district will evaluate success through student survey, staff survey, and post-</p>

Student Group	Provide specific strategies that were used or will be used to identify and measure impacts
	intervention surveys. We expect to see an overall increase in positive survey responses from fall to spring. Additionally, we expect to see an overall increase in positive survey responses annually.

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	The district believes one of our most effective strategy in addressing academic and social-emotional needs is offering summer programming to a significant number of students K-12. Through 16 different offerings, the district was able to engage 1,494 students in in-person learning opportunities in the summer of 2021.

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	Explicit direct instruction in sequential systematic phonics with teacher modeling, ample practice time, corrective feedback and progress monitoring with the most intense intervention for students most in need (increased time, narrowed focus, reduced group size) and selection of resources guided by WWC, Florida Center for Reading Research, and evidence of effectiveness and alignment with the Reading First National Reading Panel Report and Science of Reading is a targeted strategy used in the district. Some students receive support with LLI as appropriate; others will receive more intensive support through a targeted phonics resource as described above.

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	<p>The Lower Merion School District has been significantly impacted by the COVID-19 pandemic with regard to social-emotional and mental health needs. Based on a review of evaluation requests, review of academic data, parent and staff meetings, parent and staff surveys, and information shared by students, the District has identified social-emotional and mental health functioning to be an area of high need at this time. Specifically, the District has seen a sharp rise in the amount of suicide risk and threat/harm assessments conducted across our K-12 buildings. Moreover, there has been a noteworthy increase in student mental health hospitalization across the District. Parents and staff report that students require additional mental health supports to proactively provide self-help skills and respond to crisis situations. One strategy the district employed to address this concern is increased guidance counselor and mental health supports in our schools. We understand that school counselors are well positioned to reach a significant number of children with mental health issues.</p>

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.)

Lower Merion School District created a steering committee comprised of educators, principals, student services staff, and district and school administrators and staff to discuss potential expenditures for the grant funds. Parent/guardians and community input was solicited as was staff input in all buildings as well as district office, transportation, and operations. Based on input from our stakeholders and district data, the steering committee is determining how funds are spent.

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 district received input from the from various stakeholders through meetings with staff, steering committee participation and staff and family surveys. Our steering committee evaluated the input and developed a plan to spend the ARP ESSER funds. The money will be earmarked for salaries and training to address learning loss and student well-being. Some of funds will be spent on activities that occurred this past summer and future summers. The majority of the funds will be expended over the next few school years to address learning gaps and student well-being. Staff and community input will continue to be collected and considered as we hone our programming.

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

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Agency: Lower Merion SD
AUN: 123464502
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

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)**

Lower Merion School District created a steering committee comprised of educators, principals, student services staff, and district and school administrators and staff to discuss potential expenditures for the grant funds. Parent/guardians and community input was solicited as was staff input in all buildings as well as district office, transportation, and operations. Based on input from our stakeholders and district data, the steering committee will determine how funds would be spent. Results of the parent/guardian and staff survey will be available on the district website. The ESSER plan will also be available on the district website where accessibility is an option for individuals with disability. The plan will be presented to the board of education for review as well.

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.

With the return to daily in-person learning, students are feeling the impacts of adjusting to more structure, school rules, and the expectation of completing more independent work throughout the school day. They need to build up both their cognitive and emotional stamina to be in this new learning environment. The dynamics of a child's home life, emotional and social well-being were also affected by the COVID-19 pandemic and these factors all have a tremendous impact on academic achievement and the well-being of our students. During a "normal" school year student learn specific instructional strategies to be successful readers in a particular sequence and to process mathematically. A little over two years ago, children had their educational experience disrupted and experienced a combination of virtual, hybrid, and in person learning. Our students who were most disproportionately impacted at an even greater level. This has resulted in our present day third grade students lacking foundational reading skills which are typically intensely covered in kindergarten through second grade. We now have to fill in those gaps due to this disruption in their learning which left them with an incomplete sequence of early literacy learning. This is causing frustration for the learner and a higher demand of differentiated lesson planning for the teacher who may not have had to provide this intensive level of instruction to the majority of the students in the classroom. The multisensory, structured language program will bring the explicit instruction and research-based materials and strategies into the classroom. Similarly, in elementary mathematics, we are attempting to fill in gaps due to essentializing the curriculum during the pandemic. To address those issues, the district will implement a research-based intervention program which design applies what is known about reaching a wide variety of students who struggle with math to achieve proficiency with mathematical concepts and skills. Targeted summer programming will also be offered to students who show an academic need. Progress monitoring will occur at all grade levels during the intervention block during the school year to assess progress towards meeting learning targets as a pre and post assessment for summer programs. The district continues to work with families to engage students in instruction that were unengaged in the learning process. Plans to address these students include the aforementioned targeted interventions and summer programming.

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.

As mentioned previously, the return to daily in-person learning directly impacted students from both an academic and social emotional perspective. They are adjusting to more structure, school rules, and the expectation of completing more independent work throughout the school day. They need to build up both their cognitive and emotional stamina to be in this new learning environment. The dynamics of a child's home life, emotional and social well-being were also affected by the COVID-19 pandemic and these factors all have a tremendous impact on academic achievement and the well-being of our students. During a "normal" school year student learn specific instructional strategies to be successful readers in a particular sequence and to process mathematically. A little over two years ago, children had their educational experience disrupted and experienced a combination of virtual, hybrid, and in person learning. Our students who were most disproportionately impacted at an even greater level. The district will use the balance of ESSER funds to address the academic and social and emotional needs of students as well as continue to provide proper filtration for our staff and student in all of school buildings. Specifically, fund will be allocated to provide free or reduced cost summer programming in each of the next three years. The summer programs will be in place for students K-12 in need of additional support in academic support. The goal is to continue to support the mission and vision of LMSD by creating a bridge of learning that extends beyond the traditional school year. Students are recommended through their academic support programs and/or participation in the district extended kindergarten program. Economically disadvantaged students will be prioritized. School year academic support will also be incorporated in the ESSER funds through funding of one academic support teacher in each of our three middle schools during the next two school years. These staff members will continue to evaluate student achievement data and provide targeted support to fill in any gaps that arose due to Covid related closures or adjustments that were required. Based on a review of evaluation requests, review of academic data, parent and staff meetings, parent and staff surveys, and information shared by students, the District has identified social-emotional and mental health functioning to be an area of high need at this time. The district will fund two additional school counselors to serve as mental health supports in our elementary schools. We understand that counselors are well positioned to reach a significant number of children with mental health issues. Finally, ESSER funds will be used to purchase Merve 13 filters for our schools to allow for continued mitigation strategies as noted in our district health and safety plan.

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	2,183,496	20%	436,699

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	The district utilizes universal screeners, given multiple times a year, standardized assessments, district created benchmarks, and formative assessments to monitor student achievement and the impact of lost instructional time. All assessments are monitored through a data management system that allows staff to review building level data as well drill down to the student level.
Opportunity to learn measures (see help text)	The district will measure opportunities to learn through feedback on staff development, classroom observations, and student engagement in the classroom and participation in summer programs. We will monitor student academic grades, student attendance in intervention programs and summer learning.
Jobs created and retained (by number of FTEs and position type) (see help text)	2 FTE - School Counselors (Created jobs)6 FTE - Academic Support (Created jobs)
Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs)	The district will use ESSER funds to fully and partially fund summer programming in grades K-12 over the next three summers.

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

\$2,183,496.00

Allocation

\$2,183,496.00

Budget Over(Under) Allocation

\$0.00

INSTRUCTION EXPENDITURES

Function	Object	Amount	Description
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	600 - Supplies	\$370,948.00	Elementary reading and mathematics intervention programs
1000 - Instruction	100 - Salaries	\$801,755.00	Summer Programs
1000 - Instruction	200 - Benefits	\$30,000.00	Summer Programs
1100 - REGULAR PROGRAMS – ELEMENTARY / SECONDARY	100 - Salaries	\$380,817.00	Academic Support Teachers at the middle level
1000 - Instruction	200 - Benefits	\$99,183.00	Academic Support Teachers at the middle level
		\$1,682,703.00	

Section: Budget - Support and Non-Instructional Expenditures

BUDGET OVERVIEW

Budget

\$2,183,496.00

Allocation

\$2,183,496.00

Budget Over(Under) Allocation

\$0.00

NON-INSTRUCTIONAL EXPENDITURES

Function	Object	Amount	Description
2600 - Operation and Maintenance	600 - Supplies	\$150,000.00	Merve-13 Filers
2600 - Operation and Maintenance	300 - Purchased Professional and Technical Services	\$163,455.00	Covid Cleaning Professional Services
2100 - SUPPORT SERVICES – STUDENTS	100 - Salaries	\$156,814.00	Additional school counselors at the elementary level
2100 - SUPPORT SERVICES – STUDENTS	200 - Benefits	\$30,524.00	Additional school counselors at the elementary level
		\$500,793.00	

Project #: 223-21-0232
Agency: Lower Merion SD
AUN: 123464502
Grant Content Report
Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

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	\$801,755.00	\$129,183.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$930,938.00
1100 REGULAR PROGRAMS – ELEMENTARY / SECONDARY	\$380,817.00	\$0.00	\$0.00	\$0.00	\$0.00	\$370,948.00	\$0.00	\$751,765.00
1200 SPECIAL PROGRAMS – ELEMENTARY / SECONDARY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$156,814.00	\$30,524.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$187,338.00
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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2500 Business Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2600 Operation and Maintenance	\$0.00	\$0.00	\$163,455.00	\$0.00	\$0.00	\$150,000.00	\$0.00	\$313,455.00
2700 Student Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2800 Central Support Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 OPERATION OF NON-INSTRUCTIONAL SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3100 Food Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3200 Student Activities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3300 Community Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$1,339,386.00	\$159,707.00	\$163,455.00	\$0.00	\$0.00	\$520,948.00	\$0.00	\$2,183,496.00

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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
Approved Indirect Cost/Operational Rate: 0.0000								\$0.00
Final								\$2,183,496.00